

OVEMBER

1937

Sierra

EDUCATIONAL NEWS



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BOY WITH RABBIT

CALIFORNIA TEACHERS ASSOCIATION

HORACE MANN CENTENNIAL

1937



HORACE MANN
1796-1859

I BESEECH YOU TO TREASURE
UP IN YOUR HEARTS THESE MY
PARTING WORDS: BE ASHAMED
TO DIE UNTIL YOU HAVE WON
SOME VICTORY FOR HUMANITY.

IT IS NO EXTRAVAGANCE to say that the sum-total of prudence, of wisdom, of comfort, of exemplary conduct, and of virtue, would have been today sevenfold what they are throughout the world but for the existence of intoxicating beverages among men; and that the sum-total of poverty, of wretchedness, of crime, and of sorrow, would not be one-tenth part today what they now are but for the same prolific, overflowing fountain of evil. No one can deny that intemperance carries ruin everywhere. It reduces the fertile farm to barrenness. It suspends industry in the shop of the mechanic. It banishes skill from the cunning hand of the artisan and artist. It dashes to pieces the locomotive of the engineer. It sinks the ship of the mariner. It spreads sudden night over the solar splendors of genius. But nowhere is it so ruinous as in the school and the college, as upon the person and character of the student himself.

From a resolution written for the Ohio State Teachers Association at Columbus, 1856.



ALLIED YOUTH STANDS FOR THE LIBERATION
AND SOCIETY FROM THE HANDI-



THROUGH EDUCATION OF THE INDIVIDUAL
CAPS OF BEVERAGE ALCOHOL.

WHAT DO YOUNG AMERICANS SEEK TODAY?

¶ Something to do that is stimulating and interesting.
¶ Congenial friendships. ¶ Recreation and good times without regrets and apologies. ¶ Knowledge about this exciting world, its people and their problems. ¶ Opportunity to make a worthwhile contribution to the onward march of civilization. ¶ To young people with all or a part of these objectives in life. Allied Youth

offers a broad program of civic interest and character education in which alcoholic beverages are labeled and foresworn as a handicap. ¶ It is a rapidly expanding national fellowship, functioning through college, high school and local Posts, of young people who recognize and value the assets of physical fitness, mental alertness, and spiritual control in facing life situations. *Allied Youth, Inc., National Education Building, Washington, D. C.*

As one lamp lights another, nor grows less, so nobleness enkindleth nobleness — LOWELL

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California Teachers Association offers its members placement service at nominal cost. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley, phone THornwall 5600; or Fred L. Thurston, 200 Continental Building, Fourth and Spring Streets, Los Angeles, phone TRinity 1558.

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TRAVEL SECTION



25th WORLD TOUR

D. F. Robertson, Los Angeles

D. F. Robertson, 408 South Spring Street, Los Angeles, head of the travel bureau bearing his name, returned recently, accompanied by Mrs. Robertson, completing their 25th tour around the world.—Ed.

IT was on our 25th trip around the world, 49th trip across the Pacific and 134th trip across the Atlantic, when Mrs. Robertson and myself chaperoned a party of over 100 persons on a tour of the Orient and around the world.

Mrs. Robertson sailed from Los Angeles June 21, on the N. Y. K. Liner *Taiyo Maru*, and the writer on the magnificent new motor vessel *Chichibu Maru*, June 28. Both parties joined in Shanghai and proceeded around the world.

Our journey across the Pacific to Hong Kong, thence on the magnificent new British steamers of the P. and O. to Singapore, Penang, Colombo, Bombay, Aden, Suez, Port Said, Malta and Marseilles, thence from Southampton to New York on the French Liner *Normandie*, was the most delightful sea voyage we have ever taken. This was the consensus of opinion of all passengers, not only because of the superior weather conditions throughout the tour, but because of the courtesies extended to my party by the captain, officers and crew of the great steamers on which we traveled.

The captain of the British Liner *Ranchi* even delayed the sailing from Port Said in order to give our party an all-day sightseeing excursion in Cairo.

While passing through Japan, the great Japanese army and navy were mobilizing. At every railroad station great crowds of people were assembled

giving farewell greetings to fathers, sons and relatives.

Arriving at Shanghai we found all trains were stopped for passenger traffic. Our plans for visiting the great city of Peiping were prevented, and our party continued by steamer to Hong Kong.

We traveled considerably by automobile throughout Europe, and talked to people of every type. We found that the people of every country are against war.

Our homeward journey was on the *Normandie*, 83,422 tons, one of the largest and fastest steamers afloat. We



D. F. Robertson

traveled first class, and what luxury! Breakfast in bed; lunch at 1:30 p. m.; dinner, 8:30 p. m.; supper, 11:30 p. m., with every meal fit for royalty.

The vibration was practically nil, in fact less than on ordinary vessels. What a contrast to my first trip 40 years ago, with oil-lamps for illumination, and standing-up boards for our meals!

JOURNEY TO DETROIT

Nila G. Stevens, Teacher, Mattole Rural School, Petrolia, Humboldt County

Miss Stevens is teacher of upper grades in a 2-room rural school, Mattole Union District, Petrolia, Humboldt County. Last year she taught at Capetown. She went to the N. E. A. convention at Detroit as the rural teacher representative of California Teachers Association Division of Classroom Teachers. While at Detroit she was guest of N. E. A. Department of Classroom Teachers, as the teacher from the one-room rural school most remote (in continental United States) from the convention city and present at the convention.—Ed.

AS I sat in the waiting-room of the Union Station in Portland, Oregon, last June 22nd, wondering if the N. E. A. Special train from Los Angeles would ever materialize, I heard my name over the announcing amplifier!

"Miss Stevens wanted at the Travel-

er's aid!" I rose with a start and hurried to the desk.

There I met Mr. Williams, who, I had been told, was the Great Northern Railway representative, and would see to it that I made the correct train connections.

Later I came to the conclusion that he was more than a representative of a great railroad. He was indeed a "father" to us all. Not many men would undertake the task of keeping 60 teachers good-natured for a week and still have the same sweet smile. In fact, I wouldn't be surprised if it were a trifle broader when he left us in Detroit than it was in Portland.

That was probably because we were so quiet and orderly all the way. In Spokane they took no chances! The motor-

cycle policemen escorted us straight through town. We thought they might have at least blown their sirens.

At the Davenport Hotel, Spokane, we devoured a most luscious duck dinner, and we didn't even have to bring the ducks—just our dollar-and-a-half. The after-dinner speeches consisted of Scotch songs, stories, Indian war dances, and all such highly intellectual things. We finally found our way back to the depot, which they told us was "three blocks over and four down, or four blocks over and three down," I'll never know.

The evening was quite young yet, so some people filled in the time by riding on the station baggage-truck. The freight agent didn't seem to care at all. He just quietly told them where to put it when they had finished.

Adventures in Glacier Park

Everyone boarded the train in good time except a North Coast delegate and one from Walnut Creek. They had a legitimate excuse, however. They said they were on a side hill and the town clock looked crooked to them.

The blizzards through Glacier Park kept us cooled down for a couple of days. We didn't blame the bears for that "lean and hungry look." We all had it long before our itinerary said "luncheon" or "dinner." It was the climate.

On arriving in Detroit we were met by an earlier delegation, so we had a lot of pretty-colored balloons to pop before we could find taxis, luggage, and go to our hotels. Happily unpacked in my quarters, I was thrilled to discover that I was to go at once to a dinner at which I was the guest of honor. A delightful affair it proved to be, with Mr.

Albert Shaw and other members of the convention committee in charge.

At first I wondered at the convention's generosity in giving us so many maps of the city of Detroit. Later I marveled that they didn't have more. We were told they used Rome and her Grand Circus for an original plan. They must have tired of that and used the spider-web. I am told that one delegate was so confused that he was found wandering around on the twenty-fifth floor of the Statler Hotel asking where the Statler Hotel was.

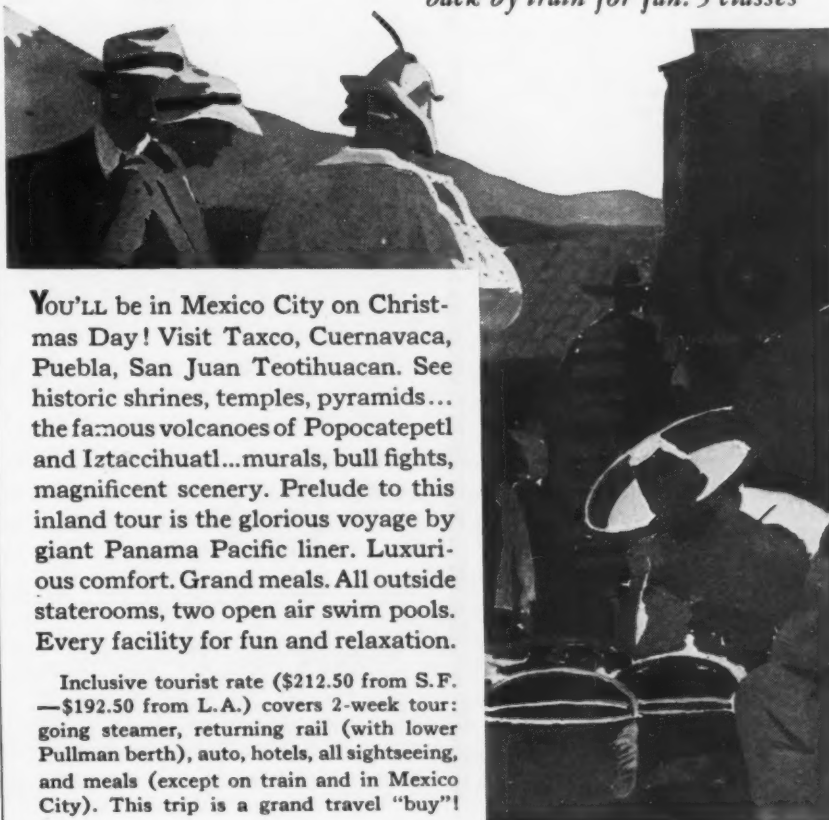
The convention sessions were grand. Some delegates said they knew they would be if only they could find time to attend. I had the grandest time I have ever had in my life and would certainly like to attend the next convention.

I sincerely hope that we may have the N. E. A. convention in California soon, so we can return some of the wonderful hospitality that the Easterners showed to us. As our oldtime Western Indians would say, "Our pipe is lit, and our blankets are spread for you."

Panama Pacific offers Teachers 2-week

Christmas-in-Mexico Tour...

To Acapulco on S. S. Pennsylvania sailing Dec. 18 from San Francisco (Dec. 19 from Los Angeles)...sightseeing excursion through Mexico by auto... back by train for Jan. 3 classes



YOU'LL be in Mexico City on Christmas Day! Visit Taxco, Cuernavaca, Puebla, San Juan Teotihuacan. See historic shrines, temples, pyramids... the famous volcanoes of Popocatepetl and Iztaccihuatl...murals, bull fights, magnificent scenery. Prelude to this inland tour is the glorious voyage by giant Panama Pacific liner. Luxurious comfort. Grand meals. All outside staterooms, two open air swim pools. Every facility for fun and relaxation.

Inclusive tourist rate (\$212.50 from S.F. —\$192.50 from L.A.) covers 2-week tour: going steamer, returning rail (with lower Pullman berth), auto, hotels, all sightseeing, and meals (except on train and in Mexico City). This trip is a grand travel "buy"!

Details from your Tourist Agent or call—

Panama Pacific Line

665 Market St., San Francisco
715 W. Seventh St., Los Angeles; offices in principal cities

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D. F. ROBERTSON, Travel Bureau
408 South Spring Street, Los Angeles

WORLD PROBLEMS

INSTITUTE OF INTERNATIONAL RELATIONS, WHITTIER COLLEGE

Mildred L. Zellhoefer, Teacher, Citrus Union High School and Junior College, Azusa-Glendora, Los Angeles, County

A HARVARD professor of international economics; the president of the International Federation at Geneva; an outstanding leader in Christian philosophy from England; the vice-president of the Foreign Policy Association; a prominent Chinese professor; the head of a foundation for social science re-

search—each brought us a series of cogent lectures on world problems. Impossible, you might say, at one time; but it was not.

Where? At the Institute of International Relations at Whittier College, sponsored by the Friends Society. Everyone in attendance not only shared the abundance of knowledge about world affairs and our relations to them, but had also the experience of close association with these well-informed leaders.

In truth, genuine co-operation in the attempt to think out our personal and national relations to universal problems made the Institute unique. If one's background about international affairs was hazy, he was helped to clarify it; if his background was good, he found the meeting with keen minds all the more challenging and stimulating.

The Institute made no attempt superficially to treat, and then dismiss as solved, any of the grievous problems of our old world. The securing of a just peace, the only kind of peace that can endure, is the most difficult task we face today; it will require constant effort and endless patience and wisdom. This was the point of emphasis of the Institute; the obstacles to, and the ways of, peace were analyzed carefully.

Someone might protest that an institute lasting less than two weeks does not justify two university credits. Try

it yourself, next summer: Attend 6 to 9 hours daily of scheduled lectures and round-tables (informal groups assemble at any time) and then condense in a paper your good job of thinking. It is the opinion of all teachers attending that never had a summer session been more worth while, never so much of a "spiritual experience."

Back of our intense interest in the Institute lies the grimest of all cruel facts. If there comes a general war and the United States is "involved," it will destroy all that we profess to cherish: our children, democracy, education, whatever of value that western civilization has given to humanity.

We who teach the children and the youth—these doomed to be the most tragic of all War's victims—ought to be ever alert to the war-peace question and to ask over again, "What can I, what can we, do for peace? What are we doing?"

It is high time that we find out, and then at least try. To do less is to fail in our greatest service to youth and to humanity at large.

* * *

Coast Range Counties

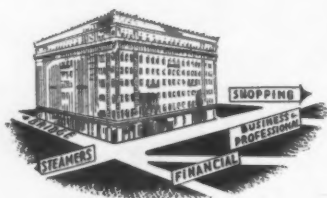
HISTORICAL SPOTS IN CALIFORNIA, Counties of the Coast Range, by Mrs. Mildred Brooke Hoover of Stanford University, is the third in the series of Stanford University Press handbooks on California historical spots. It deals with the coast counties from San Luis Obispo to and including Del Norte. Counties, not bordering the ocean, which have been included are San Benito, Santa Clara, Alameda, Contra Costa, Solano, Napa, Lake, and Trinity.

The other two books are, — Southern Counties by Rensch and Valley and Sierra Counties, by Rensch and Mrs. Hoover. Mrs. Hoover is a sister-in-law of the former president of the United States.

The California Society of Daughters of the American Revolution have sponsored the series. In the three volumes of historical spots, practically all of the interesting places of California history, the ranchos, battlefields, and missions, are described. So great an amount of material is rarely gathered into one volume.

This series should be in every California school library and public library. It will be an interesting addition to the collection of any one who is interested in California history.

ACTIVITY Centers at the PALACE



San Francisco's center of activity is the world-famous Palace Hotel, in the very heart of the city's downtown area. Here guests are but a stone's throw from the shops, theaters, business district and the banks.

In the hotel, itself, there is activity always — in the gay Rose Room Bowl, with its colorful evening dinner dancing, and Saturday Tea Dansants — in famed Palm Court — in fact throughout The Palace the spirit of joyous living prevails.

550 Rooms — each with
bath, from \$3.50 (single)
up and \$5 double.

**THE
PALACE
HOTEL**
SAN FRANCISCO

Archibald H. Price, Manager

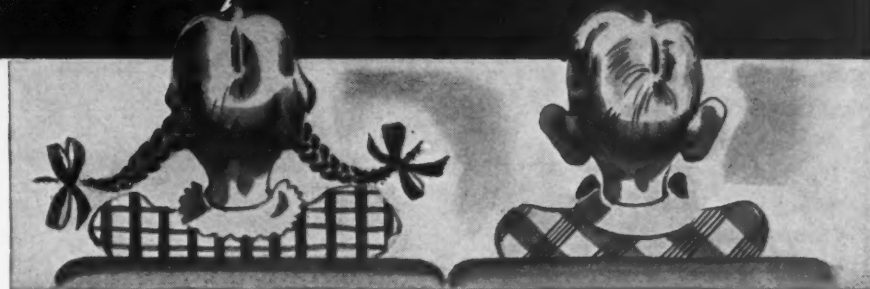
Slots for Everything

AUTOMATS are widely used in Danish life, says O. Evensen, manager of American Express Travel Service, who reports that in the Copenhagen railway station one can even get the use of a typewriter, complete with stationery, carbons and stamps, by dropping a few cents into a machine.

Almost anything can be bought in Denmark by putting the right amount in a slot. When one is away from home even the telephone performs its work automatically so that messages can be delivered on one's return.



The subject for today is **TRAVEL!**

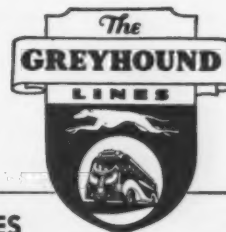
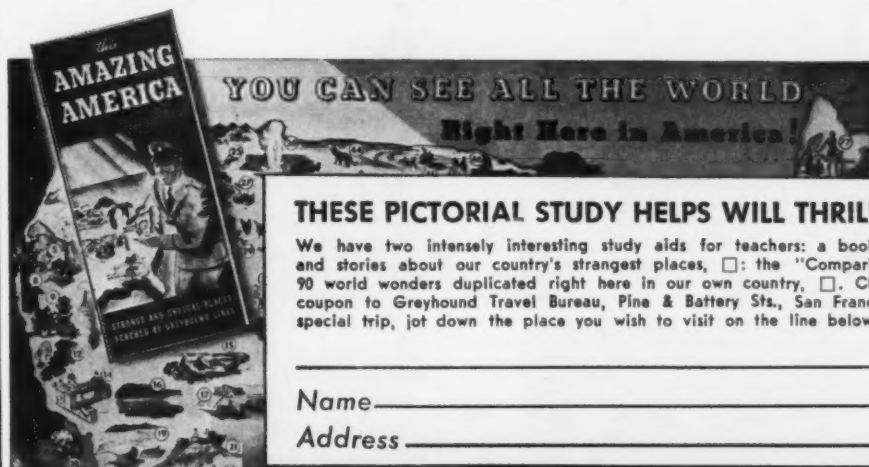


One Greyhound trip can teach you more about economy, comfort and scenic interest than many books

Teacher's textbook on the subject of travel economy is often a Greyhound bus! She learns in one easy lesson that the most scenic way between two points is a Greyhound line—that the smartest, smoothest ride in America costs only one-third as much as driving a car. Out-of-town week-ends, Thanksgiving

visits, and Christmas vacation trips...these occasions prove definitely that it costs less to see more and go farther by Greyhound!

HELP for you and your classes, with these good-humored maps and booklets!



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We have two intensely interesting study aids for teachers: a booklet, "This Amazing America" with 140 pictures and stories about our country's strangest places, ☐: the "Comparison Map" of America (suitable for framing)—90 world wonders duplicated right here in our own country, ☐. Check which one you prefer . . . then mail this coupon to Greyhound Travel Bureau, Pine & Battery Sts., San Francisco, Cal. If you want fares and facts about any special trip, jot down the place you wish to visit on the line below.

ST-11CA

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Address _____

SEA VOYAGES TO MEXICO

VACATION trips to Mexico this year have an added charm, as now it is possible to include a sea voyage on one of the largest and most luxurious vessels under the American flag, either in going or returning, or for a round trip.

Acapulco, old port of the Manila galleons, and the Pacific Coast harbor nearest Mexico City, has been made a port of call by the Panama Pacific Line, operating the largest ships that pass up and down the coast of Mexico, the turbo-electric liners *Pennsylvania*, *California* and *Virginia*. These great vessels on every voyage now take passengers to Acapulco, in addition to the hundreds they carry on their regular voyages to New York via the Panama Canal and Havana.

Tourists landing at Acapulco are met by tour representatives of the Panama Pacific Line, with modern American motor-cars, to take them to Mexico City, 285 miles. One stop is made en route overnight at the picturesque mountain town of Taxco, which has several good hotels, and another at Cuernavaca for lunch. This is one of the most interesting cities in Mexico. It was here Dwight W. Morrow had his summer home when American ambassador to Mexico. In the old palace on the city plaza, built by Cortez the conqueror, are the famous mural paintings by Diego Rivera that Morrow presented the city.

Panama Pacific Line tours provide for a stay of several days at Mexico

City and daily motor tours to points of interest, including the interesting old colonial city of Puebla, to the floating gardens of Xochimilco, the great pyramids of the Sun and Moon, the origin of which is unrecorded, to the shrine of Guadalupe Hidalgo, the Indian market at Toluca, and to old monasteries and churches that give a vivid background to the story of Spanish influence in Mexico.

Travelers taking a tour calling for three weeks from home also have time to visit the southern city of Oaxaca and the famous Mitla ruins, as well as Lake Patzcuaro, lying in the mountains 7,000 feet above sea, and the center of an unspoiled Indian life dating back to before Aztec days. Return to California may be by ship from Acapulco.

For the two-weeks trip during the Christmas vacation period, return is offered by rail. Another alternative return route is by the new National Mexican highway between Mexico City and Laredo, Texas, a perfect road, over which passes a steady stream of American cars.

For the convenience of patrons who wish to take their cars to Mexico, the Panama Pacific Line accepts autos as excess baggage to Acapulco, or out of that port for California. This arrangement greatly widens the horizon of the motorist who wants to see Mexico without twice driving the road from the border.

Panama Pacific fishermen angling in the Spanish Main



Mrs. Martha M. Dent, teacher of music, Bonita Union High School, LaVerne, Los Angeles County, California, made an interesting tour of the Orient last summer, visiting Hawaii, Japan and China. An entertaining account of her impressions and experiences was published recently in the San Dimas Press.

* * *

China Quest

ELIZABETH Foreman Lewis, former Newbery Medal winner; author of *Ho-Ming* and *Young Fu*, has now written *China Quest*, illustrated by Kurt Wiese and published by John C. Winston Company.

Now, when the interest of the whole thinking world is centered in China, is the ideal time for every pupil to read this authentic story of modern Chinese life. For *China Quest* is a complete and vivid picture of China as she appeared on the very eve of the current Sino-Japanese conflict.

Mrs. Lewis presents her latest study of China through the eyes of her two chief characters, "Reds" Stuart, a young American, and Li-San, a Chinese boy, who meet in a Shanghai street, become friends, and travel together throughout the country. Not only do they encounter enough exciting adventures to delight the heart of every young reader, but through their aspirations and ambitions each helps the other to achieve his goal. The many admirers of *Young Fu* will be glad to see him again, a few years older but as likeable as ever, in a chance meeting with "Reds."

* * *

Student Forum of International Relations; offices, 521 Phelan Building, San Francisco; director, Mrs. Alice Wilson; conducts inter-scholastic correspondence throughout the world. The Forum is an official member of an International Committee composed of similar Centers in various countries.

* * *

The Old World

The Old World Past and Present, by Campbell, Webb and Nida; 582 pages, cloth, over 800 illustrations. Scott, Foresman and Company. A unified course in the history and geography of Europe, Asia, and Africa for elementary schools.

WITH this attractive new book, surely no fifth- or sixth-grader could possibly find social studies dull! It reads like a story book, and fairly bursts with fascinating pictures, cartoons, picture-graphs, and maps.

Much attention has evidently been given to making the material easily understandable to children in fifth or sixth grade. Simple language is used, and difficult ideas are carefully explained.

The Old World Past and Present is flexible enough to be used in almost any type of combined social studies course. A companion book, *Our Country Past and Present*, is available, covering the history and geography of the United States.

ALASKA ADVENTURE

A TRIP THROUGH THE AISLES OF ISLES IN ALASKA

Hazel A. Waddell, Home Economics Teacher, Palo Verde Union High School,
Blythe, Riverside County

A RECENT trip along the fjord-like shores of southern Alaska leaves one with happy memories.

Ketchikan, which means "the town under the eagle," is the first port of call. Its 5,000 inhabitants are snuggled at the base of steep, fir-clad mountains. Houses, roads, and sidewalks have been built on boards placed upon wooden piers along the water's edge. Colorful, trim salmon fishing-boats lie at anchor along the canneries. Over all float the graceful sea-gulls.

The staccato "pink-tink" sounds of the cooling cans, heard during the fish-canning season, will doubtless cause you to visit a cannery. The huge cold-storage house filled with frozen fish piled in great tiers, much as wood is corded, is a sight worth seeing.

Next points of interest, in late August, are the waterfalls. You may be fortunate in seeing the salmon jump them. The number of fine, large salmon gathered in the deep pools at the foot of the falls fascinates you. Now and then you glimpse fish showing the effects of the battering from the rocks and water. The salmon sacrifice life by

seeking its own native fresh-water stream at an appointed time. Up this stream they swim with untiring persistence until their native home is found for spawning.

The bridge over the falls leads to the native government school. Here truly native-made souvenirs may be purchased. Many small totem poles have been carved by the school children. Hair-seal boots and slippers with beaded work have been made by the mothers, and carved ivory and bone amulets by the fathers. The native teachers are courteous and friendly. They are glad to explain questions concerning native lore.

Wierd Totem Poles

Beyond the native school and a little distance up the stream lies a cozy little valley containing wierd totem poles—the burial monuments of native tribes.

Throughout the visit I was impressed by the intermittent rains, the moisture of the hillsides, the lush, green moss on the roofs, and the luxuriant flowers grown in windowboxes and in small plots in the yards.

As you travel on toward Juneau you will be enthralled by the numerous waterfalls, the rugged, snow-capped mountains which tower up behind the deep green fir-covered ones along the shore. Now and then a glacier may be seen on a distant peak. A greater treat awaits you when you visit Taku Glacier. Towering above the water are 300 feet of ice, two miles wide, and 90 miles long. The glacier captivates you by its dazzlingly cold blue and green colors, and by its immensity. Perhaps you will be allowed to blow the boat's whistle. Pieces of ice might slip off into the water with resounding retorts.

Juneau—with its large, hillside gold mine, its hydroplanes, its historical museum, the neighboring Mendenhall Glacier, the jewel-like setting of Auk Lake, the graceful silverfox fur farms, and the lush grass of the nearby dairies—is outstanding in memory.

One returns with rich memories of priceless, colorful scenes of rich sunsets

and of blue-green twilights, of silver-gray mists, of American eagles soaring in blue skies over gloomy firs.

YOU will be possessed by the desire to read more of the early Russian history of Alaska, to learn more of the natives habits, and to again visit and explore more of fascinating Alaska.

* * *

Railway Literature for Young People, a 24-page bibliography (compiled by Association of American Railroads, Transportation Building, Washington, D. C.) is available gratis to school superintendents, teachers and librarians. It lists 150 books and other publications; ranges from elementary to upper secondary levels; and covers practically all phases of railway transportation past and present.

* * *

National Council for the Social Studies will hold its annual fall convention on November 26 and 27, in St. Louis at the Jefferson Hotel. Advance registration from the Pacific Coast, the East, the South, and Southwest makes it appear that this will be one of the largest conventions the National Council has had.

Further information on the program may be obtained from Howard E. Wilson, Harvard University, secretary of the Council, or from Julian C. Aldrich, Webster Groves, Missouri, High School, chairman of the committee on local arrangements.

CONSTITUTION EXHIBIT

WE, the People of the United States, in order to form
a more perfect union, establish justice, insure domestic tranquility, provide
for the common defence, promote the general welfare, and secure the blessings
of liberty to ourselves and our posterity, do ordain and establish this Constitution for the
United States of America.

ARTICLE I

Sec. 1. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Sec. 2. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature.

No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one Representative; and until such enumeration shall be made, the State of New-Hampshire shall be entitled to three Representatives, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New-Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North-Carolina five, South-Carolina five, and Georgia three.

When vacancies happen in the representation from any State, the Executive authority thereof shall issue writs of election to fill such vacancies.

The House of Representatives shall choose their Speaker and other officers; and shall have the sole power of impeachment.

Sec. 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six years; and each Senator shall have one vote.

Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one-third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the Legislature of any State, the Executive thereof may make temporary appointments until the next meeting of the Legislature, which shall then fill such vacancies.

No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

The Vice-President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside. And no person shall be convicted without the concurrence of two-thirds of the members present.

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

Sec. 4. The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

Sec. 5. Each house shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business, but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each house may provide.

Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two-thirds, expel a member.

Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

Sec. 6. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the

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No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emolument

On September 8, 1787, a rough draft of the Constitution was turned over to the Committee of Style and Arrangement, to "revise the style of and arrange the articles which had been agreed to by the house." This was printed, as shown above, and with a few changes was engrossed as the Constitution of the United States and signed in the Convention on September 17, 1787. From the original in the Constitution Exhibition at the Huntington Library.

After the Constitution had been engrossed and signed, a small number of copies were printed for members of the Convention. A copy of this official first edition is shown in the Huntington Library exhibition commemorating the 150th anniversary of the formation of the Constitution.

THE Henry E. Huntington Library and Art Gallery, San Marino, California, has asked us to announce that the Constitution Exhibition (described in our October issue, page 47) will be continued to the end of March 1938, so that teachers and pupils may see it in connection with the celebration of the Sesquicentennial Anniversary of the Constitution of the United States.

The Library has issued a beautifully printed and illustrated handlist of 28 pages explaining in detail the exhibition.

Sierra

EDUCATIONAL NEWS

JOHN A. SEXSON *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*



VOLUME 33

NOVEMBER 1937

NUMBER 9

C. T. A. Conference on Education

GROUP RELATIONSHIPS and Democratic Policies is the theme of the California Teachers Association Conference on Education, Friday, December 10, at Hotel Biltmore, Los Angeles. Dr. John A. Sexson, president of the association, and George H. Merideth, deputy superintendent, Pasadena City Schools, are in charge of the program.

The basic principles of democracy will be presented by Dr. Sexson, followed by discussion by a group of employers and employees representing the labor concepts and others.

In the afternoon will be discussed some of the implications and possible improved procedures, within the schools, growing out of democratic principles.

The day's program, comprising addresses, symposiums and possibly a panel discussion, is the regular C. T. A. semi-annual conference on professional educational problems.

gestion concerning their manner of delivery.

The debating students probably benefit to some extent, no matter what policy the coach follows concerning his own relationship to his teams. Unfairness ensues, however, when a team prepared entirely by the coach meets one which has had but a minimum of coach supervision. Because of interschool competition it seems nothing less than just that a uniform policy of assistance be followed generally among coaches. If the students be allowed to work entirely upon their own it would seem that they will encounter interpretations and misconceptions which they will not understand, nor know to construe.

It would seem to be equally undesirable to allow the students to proceed entirely upon the basis of a coach-made bibliography.

On the other hand, it would seem that preparation of the debate wholly by the coach violates both the ethics of debating and good teaching principles.

A middle ground must be sought, therefore, in the building of arguments jointly by both coach and debaters. In the opinion of the writer too much emphasis is placed by many coaches and debaters upon printed briefs already in circulation. Following an already-prepared brief dulls originality of thought for both the coach and his charges.

It would seem, therefore, to be a wholesome practice, beneficial to all concerned, for arguments to be built mutually by both debaters and their coach. In this the coach should take the lead

THE DEBATE COACH

Peter Thomas Conmy, Instructor in History, Mission High School, San Francisco

HOW much or how little a debate coach should do in preparing his team for debate is often a perplexing question. Undoubtedly there are coaches who believe in throwing their students entirely upon their own in the gathering of material and organization of the arguments. These coaches exercise only remote control over their team.

Other coaches content themselves with compiling a bibliography of source material leaving the assembling of arguments to their students.

Still other coaches organize the arguments leaving the composition of the

speeches to the students themselves.

There are also coaches who go as far as writing the speeches, leaving only the delivery thereof to their teams.

What method an individual coach will follow will be conditioned to a large extent by the type of pupil-material he has. There are pupils who are extremely gifted in oratorical skill, who lack either the ability or the background to do the research necessary for assembling the arguments for a debate. On the other hand, there are very brilliant students who can put the arguments together but who need criticism and sug-

because of his maturity of scholarship. It will be well if the brief so made is original.

In this process the coach should seek to draw from his students what they already know. If the subject is social he should take advantage of the opportunity to integrate their training in history and civics.

The coach will possess a superior vision. He will add thoughts of his own. He will modify the suggestions of his students. In so doing he should show

them that the superiority of his own thoughts comes from his more extensive training and greater experience, thus inspiring a love of higher education on the one hand, and respect for maturity on the other.

In short, the coach must impart his own thought processes to his disciples thus giving an example of how one may draw on his background and general culture. This applies to research for the debate itself, as well as to clear thinking on the subject.

so the journalism teacher should know how to handle this overwhelming task.

To keep the public informed about the dividends from its investments, the school publicity director must coordinate a variety of activities. Of course the educative process provided by the high school is the best advertisement, but if parents and patrons are to know about it, the newspaper, the radio, the motion picture, educational exhibits, parent-teacher meetings, public forums, special publications, open-house programs, etc., must be used. That is the job of the competent journalism teacher.

Not every good teacher makes a good journalism teacher, for sponsoring student publications, teaching journalism courses, supervising publicity, and taking care of other courses and activities requires unusual ability and superior training. Like all teachers in the English department, the journalism teacher should have not only a good knowledge and understanding of American, English, and world literature, but also of economics, sociology, political science, psychology, and history, including that of both Americas and the Far East.

Training in one of the better schools or departments of journalism is desirable. It is there that one usually enjoys the best instruction in reporting, copy reading, feature writing, typography, advertising, the history of journalism, and similar courses. The contacts made with journalism instructors and newspapermen, the opportunities to visit newspaper plants and engraving firms give the high school journalism teacher the background he needs.

Specialized Courses Are Useful

Specialized courses in supervising student publications and teaching high school journalism are worth while when taught by instructors who actually understand the problems. Stanford University, the University of Southern California, and many other universities offer courses for high school teachers, but Northwestern University is the only one in which the course is supplemented with a high school demonstration class.

California probably has more good journalism teachers than any other state, but there are still many schools in which activities and courses are supervised by teachers without adequate preparation for a three-fold task. These teachers as well as the principals owe it to the high school boys and girls to see that this condition does not continue.

* * *

Johnson Publishing Company have brought out a textbook-workbook in social studies for the elementary schools, *Living Long Ago and Now*, by Joy M. Lacey. The wide demand for social studies material organized on a unit basis and closely related to the reading program, led Dr. Lacey of Indiana State Teachers College, Terre Haute, to prepare this admirable workbook; looseleaf, 160 pages, many illustrations; 52 cents.

JOURNALISM TEACHERS

*Laurence R. Campbell, Northwestern University, Evanston, Illinois**

CALIFORNIA educators today generally recognize the importance of the contribution made by student publications and journalism courses to the program of secondary education, but administrators have been slow to set up standards for the selection of sponsors and teachers. Consequently, some consideration should be given to the nature of the journalism teacher's duties and the training and experience needed for them.

First of all, the high school journalism teacher should be able to supervise—not to perform, for that is the students' job—the editorial and financial management of printed and mimeographed publications in a manner consistent with the rest of the educational program. This involves a complete understanding of the production of the newspaper, yearbook, handbook, magazine, and similar publications. His task, so far as his staff is concerned, is one of guidance, but he must also maintain friendly relations with teachers, printers, engravers, and anyone who may be a source of news.

Nor is this all in many schools, for there are meetings of the editorial board, the Press Club, the Quill and Scroll Society, and similar groups. Delegations are often sent to state or regional press association conventions. Correspondence with the Quill and Scroll Society headquarters, National Scholastic Press Association, and Columbia Scholastic Press Association, is necessary.

Correlated closely with student publications, especially the newspaper, is the instruction in high school courses of journalism. The teacher usually is free to determine the aims, content, methods, and outcomes of such elective courses, but is often hampered by lack of space, typewriters, books and news-

papers in the library. Principals who will invest thousands of dollars in shop equipment sometimes feel that one or two typewriters will be sufficient for a class of 20 or 30 journalism students.

If journalism courses are vitalized, and they are useless otherwise, the teacher cannot depend upon following a textbook, for none is adequate for a thorough course. Lack of visual and auditory aids makes it impossible in almost all schools to vary the procedure as much as it should be varied. Fortunately, students can usually visit local newspaper plants or print-shops, and often the editors or owners will speak before the students.

There is still more to the job of the journalism teacher, for he should be a specialist in goodwill. He should be qualified to supervise not only the permanent publicity and promotion committee to advertise student activities, but also to direct the public relations program of the school in the community. Some one must take the necessary steps to develop a school-conscious public,

Los Angeles County

A. R. CLIFTON, Los Angeles County Superintendent of Schools, has issued a noteworthy program of his 1937-38 county Institute for elementary and secondary teachers.

This compact and well-organized booklet of 138 pages gives comprehensive outlines of the programs and abundant detailed information. Committee in charge of arrangements comprises A. R. Clifton, Lorraine Sherer, and C. C. Trillingham.

Superintendent Clifton and his associates are to be congratulated upon this progressive and thorough program of teacher-training in service.

*Mr. Campbell, at present working toward a Ph.D. degree, formerly taught journalism and English at the high school and junior college in Marysville. His articles have appeared in several national educational journals.

Wyoming Education News, now in its second volume, appears in new enlarged and attractive format. H. H. Moyer, secretary-treasurer of Wyoming Education Association, is editor.

A recent issue carries an interesting item relating to the increasing activity of school-men in State affairs. Out of 23 members of the Wyoming State Senate last session were two high school principals, one university professor who was president of the Senate, and a past executive secretary of Utah Educational Association.

* * *

Identification

*Tille Heath, Teacher, Sunland School,
Los Angeles City*

SILVER and gold and turquoise,
A fluttering wing and a cry;
Hush of the 'tween-time hour,
And a tiny speck that is I.

The evening star is the silver,
The turquoise the quiet sky,
The bank of gold is a cloud-ship,
Then a bird and its homing cry.

I am one with that billowing cloud-
bank.

I am one with that glittering star.
And skimming toward the sunset
I am one with that bird, afar.

God sees with those twinkling star-
eyes,
And He speaks through that killdeer's
cry,
He moves on that glorious cloud-ship,
And a spark of Him am I.

* * *

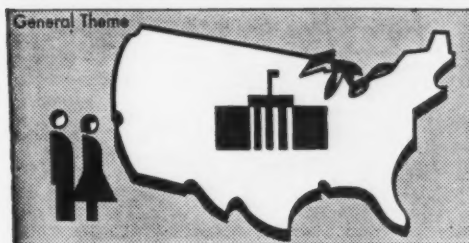
Student Government

AS a direct result of the new emphasis on training in character and citizenship through student participation in the management of school affairs, the National Association of Student Officers was started in 1930 by Superintendent Willis A. Sutton of Atlanta, Georgia, who at that time was president of National Educational Association.

The purpose of this group is to serve as a clearinghouse for the exchange of ideas and information among schools which are carrying on systems of cooperative student government. NASO functions under the guidance of the N. E. A. Department of Secondary-School Principals.

NASO now has a membership of over 1,000 student councils and other forms of self-government organizations, which represent a total of over a half-million students. Student councils and other forms of self-government organizations of secondary schools may affiliate with NASO by paying an annual membership fee of \$1.50 and

AMERICAN EDUCATION WEEK—NOVEMBER 7-13, 1937



Education and our National Life



Can we educate for Peace?



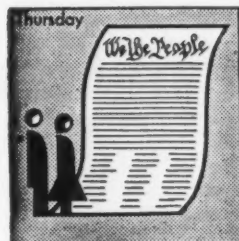
Buying Educational Service



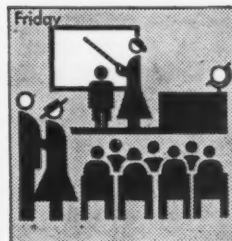
Horace Mann Centennial



Youth faces the Future



Schools and the Constitution



School Open House Day



Life-long Learning

PICTORIAL STATISTICS—SNC II

sending a copy of their constitution which outlines the system of student participation in the government of their school.

The services of NASO to its members this year consist of three copies of each number of the monthly magazine, *Student Life*, which is the official periodical carrying information on student government and related activities; a packet of material on student government which sells to non-members for 50 cents; a report on the annual convention of officers; a bibliography; and a copy of a survey of student participation in school government and control in 81 typical high schools.

Address C. C. Harvey, executive secretary, National Association of Student Officers, 5835 Kimbark Avenue, Chicago, Illinois.

* * *

School Librarians Meet

SCHOOL LIBRARIANS from all over the State and outstanding educational leaders gathered in Tulare, with headquarters at Hotel Tulare, October 23-24, for an annual conference.

Group meetings Saturday afternoon consisted of a Book Clinic for elementary and junior high schools; library and Book Appreciation for senior high schools; and open

discussion for junior college and teachers college librarians.

At the Professional Committee Meeting, open to all members, Claire Muncey spoke on the Secondary School Library Survey that has been awaited with interest by school administrators and librarians.

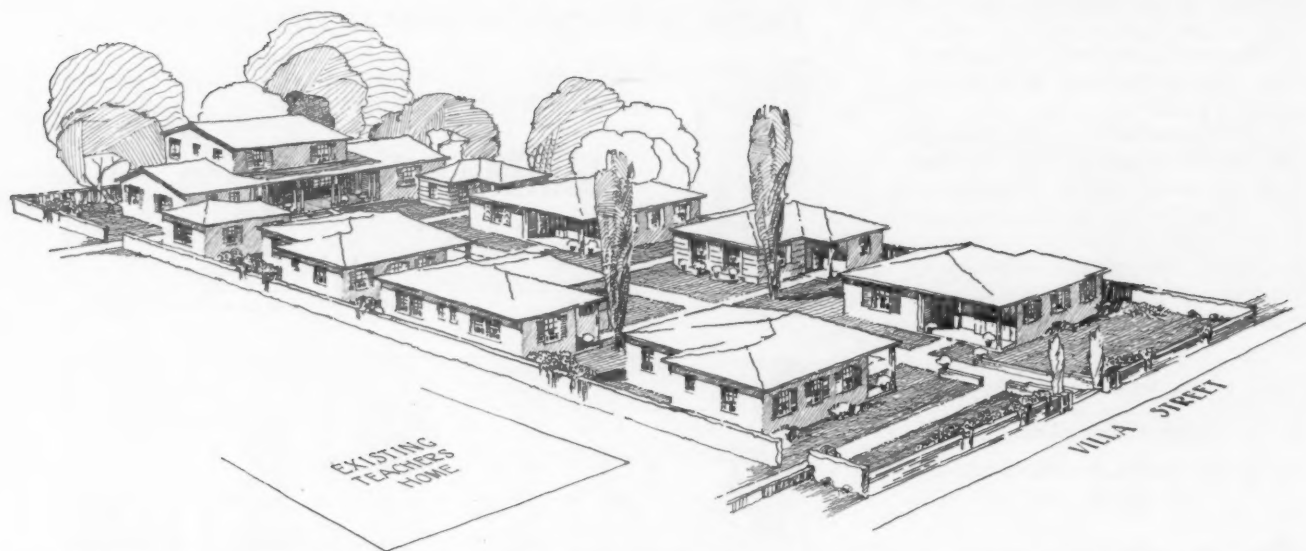
At the banquet Saturday evening the librarians were heartily welcomed by Superintendent Knokey of Tulare Schools and members of the Chamber of Commerce.

Creative Librarianship

Helen Heffernan, State Department of Education was guest speaker, taking as her subject, "Is the Job of the School Librarian Creative?" Dr. Leon Carnovsky, University of Chicago, who is lecturing at the University of California School of Librarianship, spoke on certain aspects of children's reading, at the breakfast meeting Sunday morning.

Mabel Gillis, State Librarian, reported on the work of the Certification Committee. This was followed by official reports and regular business.

Miss Jewel Gardiner, president of the association, was responsible for arranging this highly successful program which was of great value and interest to all.



Work has begun on the construction of this beautiful six-unit addition to Southern California Teachers Home in Pasadena. Existing home is shown at foot of this page

SOUTHERN SECTION RECORD

CALIFORNIA Teachers Association, Southern Section, has recently issued a large 8-page bulletin, newspaper size and style. Many display illustrations, feature articles, and other materials presented in modern newspaper style assure that Southern California teachers will read the Record from cover to cover.

E. B. Couch, president of the Southern Section, in a front-page article states:

"California Teachers Association is just that—because it includes every certificated employee in the State; and every certificated employee in the State (regardless of his position), if he is worth his salt, is a teacher.

"Next to being an honorary member of the largest kindergarten club in the world, I am proud to be one of the 36,000 teachers in California Teachers Association. With other associations, by decidedly leading them and as an educational spokesman in the State Legislature for many years, California Teachers Association has advanced educational progress and conditions in California so that the State for years has ranked first in the United States in Educational opportunities."

F. L. Thurston, executive secretary of the Southern Section, in a leading article declares:

"At work for the schools, the teachers and the boys and girls of California is the graphic story of California Teachers Association activities told in these columns. Association committees revealed the need, councils authorized services to be extended

and a high percentage of success has attended all programs attempted. Perhaps no other state association has ever given its members leadership and made progress along so many lines."

W. Harold Kingsley, Director of Public Relations for the Southern Section, in a feature article states:

"Success on all fronts crowned efforts of

education's friends under leadership of California Teachers Association during the fiscal year just closed. Welfare of pupils, schools, and teachers was advanced. New strength was built into bulwarks previously fashioned. Many losses sustained by education during the depression were regained. The benefits of the Southern Section's special departments were extended to an increased number of teachers.

"Practically every goal envisioned by every committee and department at the beginning of the year was reached before the year's close."

* * *

Handbook, a guide for the organizing and conducting of Teachers Associations (32 pages) is published by N. E. A. Department of Classroom Teachers, of which Agnes Winn is director. Copies may be obtained without charge by addressing the Department at 1201 Sixteenth Street, N. W., Washington, D. C.

Southern California Teachers Home, Pasadena



New World Broadcasts

WEEKLY Broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company.

New World broadcasts are heard over KGO San Francisco; KECA Los Angeles; KFSD San Diego; KEX Portland; KGIR Butte; KGHL Billings; KGA Spokane; KGW Stockton; KMJ Fresno; KERN Bakersfield; and KFBK Sacramento.

November 1—Helen Holt, N. E. A. state director for California, Alameda.

November 8—Professor William E. Knuth, head, department of music, State College, San Francisco.

November 15—Niels Nielson, executive secretary, California State Traffic Safety Commission, Sacramento.

November 22—W. R. Ralston, assistant state club leader, "Four-H Clubs," University of California Agricultural Extension Service and U. S. Department of Agriculture.

November 29—Sarah E. McCardle, librarian, Fresno County Free Library, Fresno.

December 6—Josephine D. Randall, superintendent of recreation, Recreation Commission, City and County of San Francisco.

December 20—R. E. Gillette, director, Junior Red Cross, Pacific Branch, San Francisco.

December 27—Cecil F. Martin, president, California Association of Health, Physical Education and Recreation, Pasadena.

* * *

Dr. John L. Horn, professor of education at Mills College since 1920, is now director of the school of education at the Dominican College of San Rafael. Dr. Horn is known throughout the United States as an authority on educational methods for the exceptional child. He is the author of several texts including: *The American Elementary School*, *The Education of Exceptional Children*, *Principles of American Education* and *The American Public School*.

* * *

San Jose Bond Issue

AN important school bond issue is expected to be placed before the voters of San Jose early in February. If this is passed, the money will be used by San Jose Public Schools to build two new senior and one junior high schools. With the recent addition of Willow Glenn into the city of San Jose, postal authorities estimate that the population has increased from 57,651 in 1930 (official figures) to approximately 87,000 at present. Walter L. Bachrodt is city superintendent of schools.



On the shaded, restful porch of the Southern California Teachers Home—a pleasant, cultured company

THE DUTY OF ALL TEACHERS

IT shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.—California School Code section 5.544.

EDUCATION WEEK

American Education Week will mark the 16th annual observance of this occasion, sponsored jointly by National Education Association, American Legion, and United States Office of Education, and with the cooperation of many other national organizations.

This great national celebration of Public Education had its beginnings after the World War, which had thrown into sharp relief certain fundamental weaknesses in American life and education. Among these were a vast amount of illiteracy and physical unfitness.

American Education Week has the deeper purpose of re-emphasizing each year the vital relationship of Education to democracy. There is nothing more important to the American people than the safeguarding of their future as a free democratic people.

There is no agency whose work is more fundamental in this task than the Public School. It is most fitting, therefore, that American Education Week should be set aside each year as a time for rededication of the schools to the service of democracy. This purpose is especially appropriate this year since American Education Week is to serve as the culmination of the Horace Mann Centennial.

FUTURE IN CREDIT

OCCUPATIONAL GUIDANCE IN THE FIELD OF CREDIT MANAGEMENT

Gordon N. Lantz,* *Director, Credit Manager's Association of Northern and Central California and member of the National Advisory Committee on Credit Education, National Association of Credit Men*

PROBABLY a great factor in determining the plans of young people who are trying to lay out a future, is the guidance given them by their teachers. Time upon time students come to their instructors for advice as to what field they should enter. It behooves the instructors to be in a position to intelligently inform their charges to the best of their ability. This article presents to California teachers and students the comparatively new profession of Credit.

Credit Management can be presented vividly and convincingly at the present time because the effects of the last depression are still upon us. Naturally we are all keen to do everything possible to ward off or allay any future disruptions to our economic system.

We are living under a trading economy. Our existence is based on trading. Even the professions are subsisting on the income from trading. This article is written particularly from the viewpoint of occupational guidance in wholesale trading, still the underlying principles hold good for retail as well.

The National Association of Credit Men, consisting of over 20,000 manufacturers, banks, insurance companies, finance houses, building contractors and wholesalers, early realized the responsibility they have to see that everything possible is done to strengthen the credit structure and to see that people are properly trained to sustain this responsibility. This association is a non-profit, membership-owned organization. As such it heartily believes that anything done to strengthen its personnel reflects back into the individual business-houses. Consequently they have made available a training program, through the National Institute of Credit, whereby subjects pertinent to the work are available to business people.

The Credit Manager's Association of Northern and Central California, an affiliate of the National Association of Credit Men, and consisting of over 750

business houses and banks, maintains classes for this training. In San Francisco this work is conducted by the University of California Extension Division and embraces the following subjects:

Junior Course

Credits and Collections.
Basis Economics.
Business English.
Financial Statement Analysis.

Senior Course

Public Speaking.
Business Law.
Marketing.
Advanced Credits.

Satisfactory completion of these courses earns the Junior Certificate and the Senior Certificate of the National Institute of Credit.

Southern California is fortunate in having a strong unit of the National Association of Credit Men, namely, the Los Angeles Credit Men's Association, where appropriate courses are available to its members.

A branch of the Northern and Central California Association is maintained in Fresno and recently a branch office was opened in Sacramento.

The Wholesalers Credit Association of Oakland is also an affiliate of the National Association of Credit Men.

What Is Credit?

A glance at the field of credit will not be amiss so that a proper understanding of its important place in business may be more readily realized.

Originally Man had only barter, or cumbersome exchange of goods for goods, with its consequent restrictions

on commerce. From this clumsy stage in economic history, Man passed into the Money Exchange Era, finally using gold as the only real money. This only enabled Man to suspend his buying power, that is, he might not want other goods at the time of the transaction and in the goods' place he accepted money, the power of buying at some future time, what he might need.

Experience proved that this method, too, hampered large commerce. So, as a result of our trading economy, one of the nation's greatest phenomena made its appearance under the name of "CREDIT." This method was found to fulfill the purpose of money just as completely and fully. This new medium of exchange was also found to have a certain content. A Credit Dollar developed. Do you know the difference between a money dollar and a credit dollar?

The gold dollar contains a specific content, i. e., 15.23 grains of fine gold and 2.58 grains of alloy, or a standard weight of 17.8 grains. This known content enables it to circulate and makes it acceptable throughout the business world.

The money dollar is coined by a government; the credit dollar is coined by an individual. Millions of people are daily coining credit dollars. Unless these dollars have the required content, known and accepted by all, they are "bad dollars." As their content depreciates they will leave a wake of weakness throughout their business transactions.

1. The Credit Dollar must first contain *Character*, or a determination and willingness to pay.

2. It must next contain *Capacity*, or the ability to properly receive the goods and turn them over in such a manner as to insure redemption of the credit dollars given in exchange.

3. The hardening quality of the Credit Dollar is known as *Capital* and is the content which enables it to pass through business on a strong and unwavering course.

YOU all know what happens when the government finds a counterfeiter: he is put in jail. You may be surprised to learn that there are several million people today manufacturing counterfeit credit dollars. Untrained or unsuspecting credit men are accessories to the crime by accepting these dollars.

The work of the credit man, therefore, is a big job, a worthwhile job, and one that carries great responsibilities. It does not stop with the passing of the order, because if the credit dollar given in exchange for goods is under par the results of the credit man's poor judgment will reflect throughout the entire journey of that dollar. Other people will suffer as the result of this misjudgment.

The question will be asked, "What do I have to be, or what particular qualifications must I have, to be a good credit man?"

Kindergarten—What Is It?

DAVID RHYS JONES, field worker, California Teachers Association, in browsing among some old books, found a bound volume of the *Atlantic Monthly* (volume 10, 1862). Pages 586-593 carry an article "Kindergarten—What Is It?" by E. P. Peabody, editor of the *Atlantic*. This excellent exposition of the philosophy of the kindergarten makes reference to an earlier article published in the *Christian Examiner*, November, 1858.

*Credit Manager, Balfour, Guthrie & Co., Ltd., San Francisco.

In addition to the knowledge as outlined under the National Institute of Credit, enrollment into which is open to all, there are certain other qualities that should be present.

The successful credit man must be an analyst; he must be tactful, courteous, sincere and be firm when necessary.

He should know accounting, or at least have an understanding of accounting methods, this being necessary in the analyzing of financial statements.

He should be able to write effective collection letters.

He should always be able to cooperate with sales departments and heads of departments.

The instructions which are frequently given to credit men, both young and old, are:

Be Thorough. Don't be afraid to ask questions about your debtor. Don't take anything for granted—find out. Leave no stone unturned to see that the credit dollar you are taking is based on something.

Use Your Sound Judgment. You are the judge. Be sure of your decision.

Keep Your Head and Stay on Your Course. Make up your mind on sound principles. When you have done so, don't be swayed by the winds. Criticism will be one of your problems, your ability may be questioned, department heads will bring pressure on you, but keep your head up and your stand determined. If you are sailing on sound principles your judgment will win out. By this is not meant that you should close your mind to the admission of further evidence, as anything to be added to your knowledge should be admitted.

Stay Out of a Shell. Remember that you are not the only cog in the wheel. Exert yourself, if necessary, to cooperate with all others in your firm.

Credit Management has made great progress during the past 30 years but we still have a long way to go. Continuing as pioneers, we are clearing away the forests in the credit field. Someday there will be a nationally-known body in credit work, probably known as "Credit Councillors," which will maintain research departments, publish professional bulletins, study legislation, institute legislation, conduct the Credit Institute, and will be recognized as a solid unit, much the same as the Bar Association, Robert Morris Associates, etc.

A RECENT survey of salaries paid to executives in 53 medium-sized manufacturing firms (compiled by Dartnell) shows:

General Manager.....	\$15,000
Comptroller.....	7,500
Sales Director.....	12,000
Sales Manager.....	7,500
Credit Manager.....	5,000
Office Manager.....	5,000
Personnel Director.....	6,000
Works Manager.....	6,000
Advertising Manager.....	7,500

C. T. A. MEMBERSHIP

CALIFORNIA TEACHERS ASSOCIATION continues to march forward with substantial gains in membership throughout the State. The following table presents membership enrollments for 1936 and 1937 by Sections:

Section	1936	1937
Bay	10,376	10,514
Central	2,898	3,247
Central Coast	1,124	1,148
Northern	2,698	2,760
North Coast	520	564
Southern	17,162	17,177
Out-of-State	50	145
Total	34,828	35,412

These membership gains automatically provide for three additional new members on the State Council of Education, which holds its next meeting December 11, in Los Angeles.

The survey stated, referring to the Credit Manager:

"His job is to use the credit-granting powers of a business to the best advantage of the business and the customer. He is responsible for credit losses. He reports to the general manager, but works closely with the sales manager in building of better customers by helping them to become better business men."

To quote Henry Heimann, executive manager, National Association of Credit Men, as to the future of credit:

"In the next five years, the profound changes now going on in business will present unequalled opportunities in the credit profession. A new conception of the credit executive's responsibilities will give him a distinctive and an enviable place among business leaders. I unhesitatingly recommend to young men in business that they master the principles of credit as an essential to a successful business or credit career."

* * *

G. H. Chilcote Retires

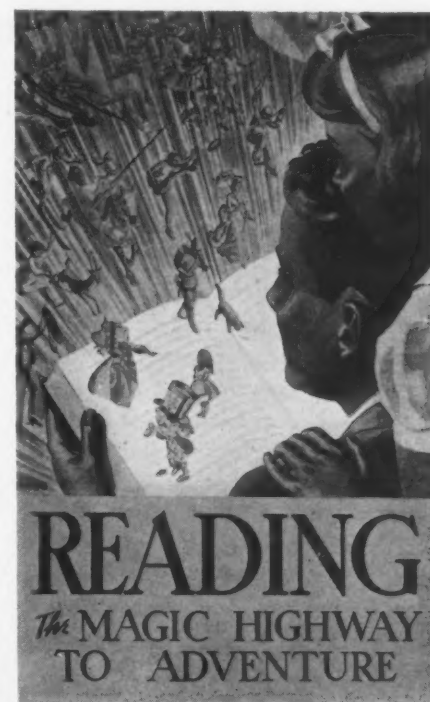
D. C. HEATH and Company, publishers of textbooks, announce the retirement on October 1 of G. H. Chilcote, manager of their San Francisco office since the establishing of that office in 1921. His successor in charge of that office and territory is George T. Babcock, who has been connected with D. C. Heath and Company and the San Francisco office for about 15 years.

Mr. Chilcote's retirement closes a term of continuous service with D. C. Heath and Company of more than 37 years. A native of Indiana, he spent two years at University of Michigan and several years later completed his academic education by taking a degree at University of California. He was a teacher in Los Angeles schools, became a member of Los Angeles County Board of

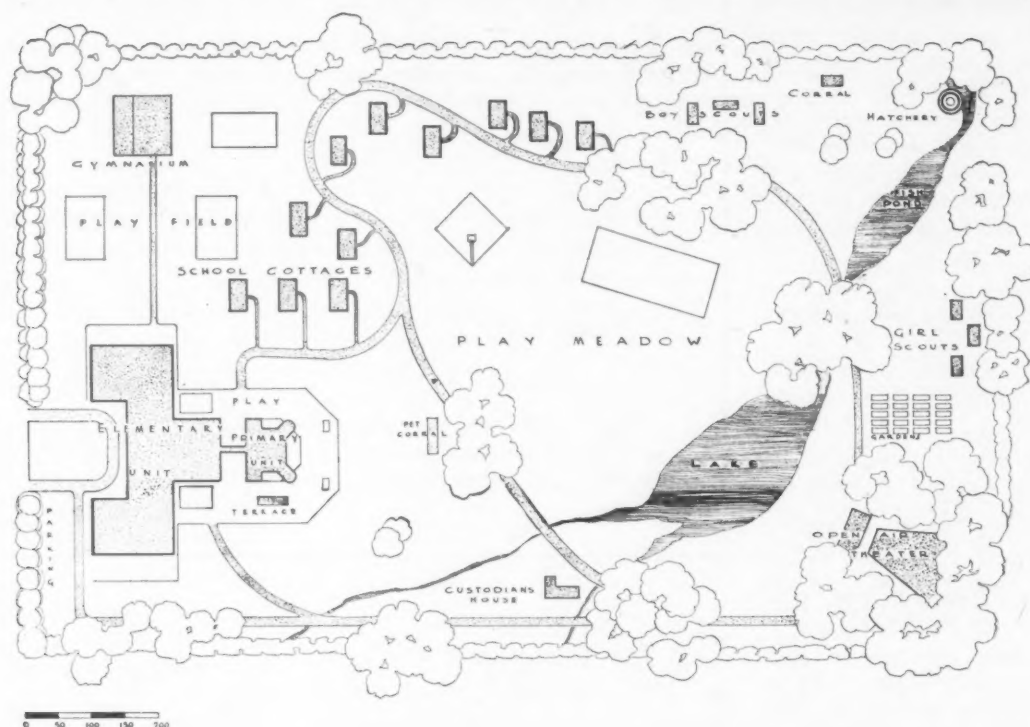
Education, and later was principal of an elementary school in that city. He joined D. C. Heath and Company on January 15, 1900.

Mr. Babcock is a native of Denver but has lived in California since 1901. He also is a graduate of Pomona College where he took his bachelor's degree; master's degree, University of California. After having taught in the high schools of Taft and Healdsburg, California, he joined D. C. Heath and Company on January 29, 1923, and has been continuously active in connection with the San Francisco office since that time.

National Book Week, November 14-20, will be widely observed throughout California schools



ELEMENTARY SCHOOL of TOMORROW



The Elementary School of Tomorrow is the theme of a leading article in a recent issue of *Childhood Education*, by Dr. N. L. Engelhardt, professor of education, Teachers College, Columbia University. He is a national authority on school buildings. One of the diagrams accompanying his article and depicting the schoolgrounds of the School of Tomorrow is so prophetic that we reproduce it herewith, through courtesy of *Childhood Education* and Dr. Engelhardt. The architects are Harrison and Fouilhoux, Rockefeller Center, New York City.

Progressive California schoolpeople will recognize that Dr. Engelhardt embodies in this plan many of their long-cherished dreams.

EDUCATION WEEK

NO-W, space, i-s, space, t-h-e, space, t-i-m-e, space," typed the young teacher slowly.

"For every good teacher to come to the aid of American Education Week," her friend completed the sentence quickly.

American Education Week will be observed this year from Sunday, November 7, through Saturday, November 13. Its theme this year is an inspiring one, "Education and Our National Life," and the program is built around two special observances of nation-wide interest. One day is set aside especially for the Horace Mann Centennial, and another is devoted to "Schools and the Constitution," in connection with the Constitutional Sesquicentennial, which will be in progress at that time.

The observance of this week is spon-

sored nationally by the National Education Association in cooperation with the United States Office of Education and the American Legion. Any group friendly to education can have a share in this observance, and to promote the objectives of the week.

The complete set of themes for the week are as follows:

- Sunday, November 7 — Can We Educate for Peace?
- Monday, November 8 — Buying Educational Service
- Tuesday, November 9 — The Horace Mann Centennial
- Wednesday, November 10 — Our American Youth Problem
- Thursday, November 11 — Schools and the Constitution
- Friday, November 12 — School Open House Day

Saturday, November 13—Lifelong Learning.

Numerous suggestions, programs, materials, posters and other aids can be secured from National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

* * *

Santa Ynez Valley Union High School, Santa Barbara County (B. M. Carner, principal), has been signally honored for its system of education as carried on in the Los Prietos CCC organization. According to the educational director, CCC West Corps area, the educational program built up under supervision of Mr. Carner is the best of its kind in the United States.

A recent issue of Santa Barbara News-Press carries an account of this meritorious project. Money from the state and federal governments provides 7 full-time resident teachers and 5 educational officers who direct the educational activities of the 150 young men, 60 of whom are high school seniors.

DISCIPLINE

Grace Staples, Teacher, Fifth Grade, Avenue School, Ventura

Education is not a standard to which pupils have to conform, but an inspiration to which they should react. The teacher must be full of inspiration, full of fire, so that the pupils catch his fire. He must be positive, eager, a master and not a slave, standing on his own feet and full of truth. Education should help the individual to find his own truth.—J. Krishnamurti.

HISTORY," "geography," and "discipline," it appears, stand as a group among the foremost of obsolescent words, the inference being, presumably, that if history and geography are properly taught discipline takes care of itself. Although there is doubtless much truth in this probably the greatest factor in maintaining good discipline—the personalities of individual children not excepted—is the emotional atmosphere radiated by the teacher, and he invariably radiates his dominant emotion.

Discipline is not the control of an individual which molds his character but it is a training in self-control, self-direction and self-mastery. It is to the soul what mathematics is to the mind and physical education is to the body. It involves that confidence in a child which leads him to strengthen his will and his inherent desire to do right. Children are best led through suggestion, substitution, encouragement, approval which must be sincere—children are quick to sense pretense—and firmness which does not intimidate nor paralyze.

It is natural for children to want to learn and to want to do right but, right or wrong, they do what is expected of them. They have an uncanny sense of what the teacher feels and expects. If he fears and expects disobedience he is seldom disappointed.

Unless the teacher considers his work as the greatest service he can render, unless he considers it a dedication to the service of his nation and of humanity he will not do his best work. Unless his aim is to serve the children under his care he will meet with little success as a disciplinarian. The desire to be of service is contagious; it is imparted from teacher to child and with it numerous ideals which form the very foundation of school life.

True prosperity and success and happiness are results of creating for the benefit of others. If a teacher looks upon

his work as a grind he is caught in the bondage of labor. If he does his work feeling that he is helping his pupils each to fulfill his greatest possibilities, then that teacher is filled with the joy of creating, monotony and drudgery are unknown to him, and his pupils catch his enthusiasm and carry it into their work.

Children are quick to sense injustice, especially injustice that occurs as the result of impatience, annoyance or snap judgment. The invariable result is that the child loses confidence in the teacher. Much of the trouble between teacher and pupil is due to lack of confidence. Too much energy is used in re-establishing relations which never should have been impaired.

Too often a child feels that he is being compelled to do as someone in authority wants him to do instead of feeling that he is being shown how to do well that which he wanted to do, but which he was doing poorly or not at all.

Every child has ideals. He should have those ideals kept constantly before him as an inspiration to strive for perfection even in the details of work which is otherwise uninteresting.

A CHILD is largely controlled by his emotions; they govern his acts and rule his social relations. They color his mental activities to such an extent that he appears to think with them. Proper education of the emotions consists in permitting the undesirable ones to die out from want of use and in stimulating and strengthening the constructive ones. Sympathy brings out the best there is in one; a child warms to it and does his best to measure up to high standards set for him.

Psychologists hold that if one imagines himself acting in an emergency as he would wish to act, that he will, in event of the actual emergency, act as he had imagined himself doing. Now, chil-

dren—both old and young it seems—unconsciously imagine themselves heroes or heroines of every motion-picture they see or story they read. Games based on these facts are an excellent means of training in morals, health and safety habits, and courtesy.

One indispensable quality in a leader of children is a vivid memory of his own childhood. Without this all other qualifications are insufficient. It is the source of sympathy which is his link with the child. When a child feels this link he is easily guided. His antagonism arises from the feeling that he and the teacher live in different worlds between which there is no understanding.

Character Growth is Paramount

The greatest measure of the influence of a teacher is in the character growth of his pupils. It is through their own ideals that he can best lead them.

"Teaching is a spiritual art and classifies with music, poetry and oratory."—W. H. Paine. The teacher should have a vision of that perfection possible for each child in order that he may direct him toward it. Emerson suggests a method of helping another to release his potentialities in the words, "To the soul in her pure action, all the virtues are natural, not painfully acquired; speak to his heart, and the man becomes suddenly virtuous." By "speak to his heart" does not Emerson mean to inspire him, to awaken within him aspirations, to help him see the vision of what he can be?

The teacher's greatest opportunity for service lies in helping the child to express the best that is in him. Since one does not express except by creating, it follows that children need ample opportunity for creating things, aspirations, ideas. Calling out the creative ability in a child fosters his self-esteem and makes him want to command the respect of others in an honest way, not as a braggart or a pretender.

Nothing stimulates creative ability and contributes more to order and interest in a classroom than a growing appreciation of and a desire for beauty. A room should maintain as high a standard as possible of refinement and beauty, not only in the appearance of the room but in the speech, manners and associations of those using it. Children naturally love beautiful things and want beautiful things around them. It is easy to foster this love of beauty in children and to guide them by means of it. Too great stressing of technique in art expression inhibits enthusiasm in children. What matters most is that ennobling influence of art expression and appreciation.

Admiration for physical beauty and pride in a pleasing personal appearance are a

powerful incentive to the following of health habits.

A child should be guided into cultivating sensitiveness to beauty wherever found. He can experience an increasing enjoyment in nature and in works of art by having some of the simplest governing features of art pointed out to him.

The poetic sense, the wonder of life, inherent in very young children should be kept alive, as it is a form of reverence, and develops into reverence for greatness, wherever greatness is found. A sense of reverence is a safeguard against many difficult situations in which children find themselves.

MUCH misconduct results from mediocre work. Every child should be stimulated to do at least one thing well. This creates a feeling of self-respect which in turn is conducive to right living. Restlessness accompanies lack of emotional poise. Fear is death to poise, but a child can be led to trace the steps that lead from truth-evading, small cheating and pretending, through dread and fear, to lack of emotional peace and ill-behavior. When he understands the sequence of these steps he has a strong motive for avoiding the first of them.

Probably one of the most efficient measures for preventing trouble lies in encouraging each child to develop at least one hobby which is a means of expressing some talent or fulfilling some desire. If a child has in the background of his mind several things which he likes to do, when suitable occasions arise, he naturally turns his attention to those things instead of being idle, or worse than idle. Encouraging a child to express his creative ability along constructive lines is a mischief-preventing measure.

A child can scarcely be expected to be guided by principle instead of by impulse, desire or convenience,—indeed, how few of his elders are!—but he can be led to act for his own best interests, then later for the interests of others. Every child knows that most of his trouble comes from uncontrolled emotion and even very young children can learn to control and educate their emotions.

Self-Amusements are Vital

Children can be guided while quite young to enrich their lives through self-amusements such as wholesome reading, games, sports, and other hobbies. A self-reliant child is seldom troublesome. Children are hero-worshippers. They dream of being heroes and like to pose as heroes. It is doubtful if there is an emotion which can be stimulated and directed with better results than that of admiration for heroism. Wisely directed, this admiration may be the means of developing such characteristics as tolerance, generosity, and even altruism. It also furnishes a wholesome channel for the desire for excitement and "thrill." In this day of world crisis due to wrong emotional development and direction, what is of greater importance than offering to children those opportunities which

will enable them to become the kind of people about which they dream?

IF a child realizes that when he receives criticism resentfully he only invites further trouble he soon learns to avoid bringing upon himself the usual long train of unpleasant events starting from a mere incident. However, it usually rests with the teacher as to how his criticism is received. Adverse criticism should be accompanied by encouragement which will create enthusiasm for improvement. Careless judgment on the part of the teacher is a frequent cause for further trouble. If a child is judged by his motive

rather than by his act he is encouraged to make special effort to avoid further mistakes but if he is hastily judged by his act it is apt to result in his becoming discouraged and thinking, "What's the use?"—then he acts from less worthy motives in the future. It is at times helpful to ponder Carlyle's words: "Man is the spirit he worked in, not what he did, but what he became."

A teacher should have a great motive back of his work, an inspiring goal ahead, something big to look forward to, something which fits his ambition and will satisfy his aspiration. Anyone can strive to be first class, the best in his line. "Not failure but low aim is crime."

DISCIPLINE

DISCIPLINE IN THE PRIMARY GRADES

Mabel G. Crumby, Assistant Professor of Education, San Jose State College

IT is unfortunate that this term "discipline" carries such various meanings to different individuals. To one it means silence, teacher-control; to another, control on the part of the children in situations where childish activities could easily call forth much noise and confusion. This latter kind of discipline means an achievement, a growth, and until it comes the teacher has to be very much in the foreground. She will, however, work continually toward her objective of self-control.

Discipline should be based on the idea of social consideration. The child is led to see that only those things are forbidden which interfere with somebody's rights; to think of his behavior in relation to what is fair to his neighbor; to realize that he can seldom be granted a privilege which all the children in the school could not have. Children usually respond to this idea of fairness. On this basis they can make a few rules for themselves.

The wise teacher can often keep the child from falling into temptation. She will not put it in his way by leaving money on her desk, by giving tests where children are so seated that it is difficult not to see one's neighbor's work.

She can guard the child from wrong behavior by looking out for his physical well-being. Poor circulation of air, wrong temperature in the school room, lack of opportunity for frequent exer-

cise, disorderly appearance of room, have a decided effect on conduct.

The teacher can often "avert an oncoming storm" by quietly changing a child's seat, at least temporarily; by stopping some annoyance immediately before it "spreads"; by seeing that the children always have plenty to do. The quick child who finishes his assigned piece of work before the others must always be well supplied with worthwhile activities.

Despite these preventives, misbehavior will occur. What should the punishment be? The following are only suggestive. Each case has to be handled according to its particular nature. Whenever possible have the punishment a logical one so that the child will see cause and effect. For example, he is isolated from the group because he is annoying to it. He can return only when he is ready to be a helpful citizen. Most children care much more if asked to leave with the approval of the group rather than by the teacher alone.

Keep Him Active

If the offender sits close enough to the group to learn from its activities, he can be mentally active, but otherwise the teacher should see that he has something to do or he will probably sullenly brood or think of other mischief.

Even if he has something interesting to do, he will feel a sense of dissatisfaction because he hates isolation, especially when this form of punishment has been given him by his group.

Depriving a child of some privilege is logical. Teacher and children together often choose members for special privileges be-

cause they are "good helpers" in the room, but if they show that they have not lived up to what was expected of them, the particular opportunities have been forfeited.

Force or corporal punishment is the last resort, but in certain cases, largely due to home training, it may be the only thing to which the child—at least at first—responds. The teacher, however, does not reach her ultimate objective by this method. If corporal punishment is used because the child swears, he will probably not do it again in the presence of the teacher, but when she is not there, no self-control has been built up to curb him. Force is dangerous to both teacher and child. Touching anyone in anger—which is apt to accompany this mode of

treatment—usually arouses the worst in both parties.

THE teacher's personality subconsciously affects the behavior of the children. It is particularly reflected in her voice and manner. The child will sense not only her patience and self-control but the strength of her personality. Especially during the first few days of school when he is becoming acquainted with his teacher, he must know that she is a person who is firm, consistent and fair. With all these qualities, the teacher also should have a sense of humor, enjoy life with the children, not take life too seriously and, above all, love and understand each of her charges.

POPULAR MATHEMATICS

L. J. Adams, Head, Department of Mathematics, Santa Monica Junior College

IT IS strange but true that today a few educators are questioning the place of mathematics in the high school curriculum, while at the same time mathematics was never so popular with the public.

The book *Mathematics for the Million* is a best seller, having sold over 300,000 copies, and having remained at the top of the non-fiction list for many weeks. Briefly, this masterpiece from the pen of Lancelot Hogben is a popularization of several branches of mathematics. It brings some of the ideas of the calculus, number theory, statistics, spherical trigonometry, etc., to a level that the layman can understand and read appreciatively.

Certainly there is romance, lure and wisdom in mathematics when it is stripped of some of its artificiality and presented in an attractive way by a competent interpreter. Indeed, it is no small wonder that mathematics instructors have not used their imaginations to make their classes as intriguing and absorbing as Lancelot Hogben has done in his opus.

This best seller is not alone in the field of popular mathematical expositions. The works of Eric Temple Bell, such as *Queen of the Sciences*, *Search for Truth* and his latest *Men of Mathematics*, have caught the fancy of thousands of readers. There are others, too, in this category: *An Invitation to Math-*

ematics by Arnold Dresden, *A Mathematician Explains* by M. Logsdon, *Number, The Language of Science* by Tobias Dantzig and *Mathematical Excursions* by Helen A. Merrill.

Mathematics instructors might do well to copy this list, add others to it and see that their students have the opportunity to vitalize their study of mathematics through the medium of collateral reading.

There are other indications which point to the current popularity of mathematics, among which it is pertinent to mention radio programs such as *Professor Quiz*, *The Man on the Street* and *Professor Puzzlewit*. These programs feature questions of general information and simple "brain-teaser" problems. They furnish an outlet for the inherent interest of many people of all ages and occupations in matters testing their mental agility. Not all of the problems are mathematical, but since mathematics is often defined as "pure deductive logic clothed in a language of symbolism" it is trivial to attempt to distinguish between mathematics and logic.

Brain-Teaser Problems

The magazines and newspapers are capitalizing on the widespread fondness for "brain-teaser" problems. A rather difficult one, published in a metropolitan daily, created a mild furore in the city

of publication, which was quieted only by the printing of the solution. Advertising managers are taking advantage of this problem-consciousness to capture the attention of consumers. The articles of J. C. Furnas and F. Gregory Hartswick are becoming well-known to the magazine readers. Newspaper syndicates are running problems, followed by their solutions.

In view of all this, it is obvious that mathematics has an intrinsic recreational value. It remains for the teachers of mathematics to make the most of it.

In closing, permit me to quote two of my favorite "brain-teasers":

I. A man drives to work at the rate of 20 miles per hour. He returns at the rate of 30 miles per hour. What is average speed for the round trip?

II. In a certain bank there were 11 distinct positions: namely, in decreasing rank,—president, first vice-president, second vice-president, third vice-president, cashier, teller, assistant teller, bookkeeper, first stenographer, second stenographer, and janitor.

These eleven positions are occupied by the following, here listed alphabetically: Mr. Adams, Mrs. Brown, Mr. Camp, Miss Dale, Mr. Evans, Mrs. Ford, Mr. Grant, Miss Hill, Mr. Jones, Mrs. Kane, Mr. Long. Concerning them the following facts only are known:

1. The third vice-president is the pampered grandson of the president, but is disliked by both Mrs. Brown and the assistant teller.
2. The assistant teller and the second stenographer shared equally in their father's estate.
3. The second vice-president and the assistant teller wear the same style of hats.
4. Mr. Grant told Miss Hill to send him a stenographer at once.
5. The president's nearest neighbors are Mrs. Kane, Mr. Grant and Mr. Long.
6. The first vice-president and the cashier live at the exclusive Bachelor's Club.
7. The janitor has occupied the same garret room since boyhood.
8. Mr. Adams and the second stenographer are leaders in the social life of the younger unmarried set.
9. The second vice-president and the bookkeeper were once engaged to be married to each other.
10. The fashionable teller is son-in-law of the first stenographer.
11. Mr. Jones regularly gives Mr. Evans his discarded clothing to wear, without the elderly bookkeeper knowing about it.

Show how to match correctly the eleven names against the eleven positions occupied.

This Bank Problem appeared in the September, 1936, number of the *American Mathematical Monthly*, submitted by A. A. Bennett.

A CHRISTMAS STORY

Helen Hoberg, Teacher; Jacqueline Otto, Music Director; Mrs. Margaret F. Lindblom, Principal; Middletown Union School, Lake County

AS a result of a class discussion on holidays, the fifth and sixth grades of Middletown Union School began work in a large field of experience which culminated in the production of a musical Christmas play. Practically all the fields of elementary education became a working, living part of their daily classroom life during its preparation. The following play proved to be very interesting and enjoyable to all who took part:

CAST

Grandmother.

Janet—a small girl.

Teddy—her brother, who is slightly older.
Groups of 2 or 3 children to sing songs from Germany, France, England, the Crusades, and United States.

SCENE

An old-fashioned living room with a large fireplace to the right. A rocking-chair, table and rug before the fire. Incidental chairs, lamps, bookcase, flowers, pictures, etc., placed comfortably about the room. A large double door at rear with a window at its right. A door at either side of the fireplace, an inconspicuous opening in left wall just behind the tree.

SETTING

Grandmother is seated in the glow of the fireplace and is knitting as she rocks to and fro. A cold blue glow of light streams in through the curtained window at the rear. She continues her work as the entire cast back stage hums two verses of "Silent Night."

At the conclusion she is interrupted by her two grandchildren who rush in from the door at the right of the fireplace to bid her good-night. The children are prepared for bed.

Teddy: I win. I win. (*Rushes to grandmother's chair.*)

Janet (*following*): But you started first. Grandmother, he had his shoes off when he started.

Grandmother: Never mind, dears, you look nice and I'm sure you are ready to be tucked into bed.

Teddy: You can't tuck us in yet. We haven't heard our story. It is Christmas, so you should have an extra special one.

Janet: A big long one with bears and fairies.

Teddy (*disgusted*): Who wants that kind? I like giants and tigers and bandits.

Grandmother (*draws both toward her. T to the left arm of the chair and J at her feet at right. She looks toward the tree*):

Just for tonight let us sit quietly and enjoy our lovely tree and remember the story of the first Christmas.

Janet (*reflectingly*): Christmas is a nice time, Grandma; all the houses in town look so nice with lighted trees and holly at the windows. Do you suppose the Christ Child liked electric lights and holly?

Teddy (*laughing*): If that isn't foolish. Electric lights weren't invented then and holly only grows where it is cold.

Janet (*with a surprised look*): Grandma, didn't all people celebrate Christmas as we do?

Grandmother: No, dear, you see in far-away lands they do not have all the things just as we have them here at home. They all keep the spirit of Christmas, but in their own way.

Teddy: I know, Grandma, you tell us how other people celebrate Christmas.

Grandmother: Well, now, in Germany the Christmas tree is the important part of the festival. All the gifts are tied to its branches and it is beautifully adorned with shining tinsel and papers.

Janet: Can they tie doll buggies to the branches, too?

(*Teddy and Grandmother laugh.*)

Grandmother: These people give each other small remembrances which are to help them to remember the great gift God gave to the world. For little people they created, many years ago, a jolly old character called Santa Claus. He left gifts on their "Tannerbaums" as they called the tree. They wrote many songs to tell about the tree.

(*Footlights dim and fade. Enter 3 children in traditional German costume. They slip in through opening behind the tree. They sing "O Tannerbaum" in German or "O Fir Tree" in English. As they near the end of the song they slip out and voices fade. Footlights up. Family continue to enjoy the fire-side.*)

Teddy: I'd like to do it that way because it sounds very nice.

Grandmother: Now, in France, the children go to great churches on Christmas Eve and welcome the birth of our Savior by singing songs called "Noels." That means Christmas to them. They don't have Christmas trees but they have little mangers for the family to enjoy. (*Enter French children in the same manner as did the German children. They sing "Cantique de Noel" in French or in English. As lights rise Janet speaks.*)

Janet: All the little girls and boys must be tired after staying up so late at night. (*Rubs eyes.*) I'm sleepy now.

Teddy (*catching his grandmother's arm*):

Don't listen to her. She isn't tired, she just wants to interrupt the story.

Janet: Please go on, Grandma. I'll just sit up here and listen. (*Climbs to Grandmother's lap. As she does, Teddy goes over to the fireplace to warm his hands; when he turns he sits with back to fire at the right of the chair.*)

Grandmother: Another way in which Christmas is celebrated is to hold a big feast. In England many people sit down to a huge dinner of roasts and vegetables and sweet things and cider. These people let the world know how happy they are by singing merry tunes that were sung in England many years ago. In this country boys and girls go from door to door singing carols. (*Enter children dressed in coats, mufflers, and caps and sing, "God Rest You Merry Gentlemen." Lights dim as before and raise again at conclusion.*)

Teddy: I'll bet they had good times in those days. I would like to eat right now.

Grandmother: No, Teddy, no. Eating at night will make you dream of wild animals.

Janet (*impatiently*): Go on, Grandmother, tell us more. How many years ago did they first celebrate Christmas?

Grandmother: Many hundreds of years ago, dear. That reminds me of the way some men called Crusaders sang about Christmas. About 1000 years ago men went in great armies to the Holy Land and as they marched they sang songs in Latin. We still enjoy listening to these old, old carols. (*Enter children representing Crusaders and sing "Adestes Fideles" in Latin or English. Lights fade and rise as before.*)

Teddy: They weren't much like our soldiers. I don't see how they could fight with all those clothes and heavy armor.

Janet: They were strong men, maybe.

Teddy: I guess they were strong all right, but I like ours better. I like our Christmas better, too. Just think of missing all the fun of Santa Claus and candies and gifts and cookies.

Grandmother (*laying aside her knitting and preparing to rise*): Well, children, if you expect Santa to leave things for you this night, you had better scramble off to bed.

Janet: We always have such a good time visiting our friends on Christmas and seeing the things Santa brought for them. People are so happy. (*Enter children in ordinary clothing and sing "I Heard the Bells on Christmas Day." Lights out as before. During this song Janet falls asleep and Teddy stretches his arms.*)

Grandmother: Children, come, you must go to bed. Janet, wake up!

(*They all leave the stage together. As they leave through the door to left of fireplace the chorus enters through the double doors at the rear. They sing "Silent Night" and march two by two across the stage, past the footlights, and down through the audience. As the last couple leave the stage the curtain slowly closes.*)

HATS OFF TO TOM!

*Alice Ward Haldane, Teacher of English, Chaffey Union High School, Ontario,
San Bernardino County*

AFTER several years of teaching, during which the bulk of my work was with the mentally slow, I had arrived at the conclusion that the child who is mentally normal but more or less backward, in order to have an equitable chance with his superior mates in this competitive world, needs just the same sort of training as they. (Of course we bar from this discussion the matter of college training and the preparation for it.) However, a vast difference in quality must be expected, and some differences in technique must be provided. He certainly can not do as much, nor do it as well, as rapidly, as easily, as surely, nor with the same degree of permanence, perhaps, as can the brighter child.

Previous experience with these slow children had also finally led me to a threefold conclusion as to method. First,—while all learn best by doing, these slow children learn in practically no other way. It is useless to expect them to learn very much from rationalizing or reflecting, nor much from reading or observing, except under close direction. Second,—regardless of the time involved, the doing must be continued long enough to crystallize into real habit, and the habit fixed by further continuance. The last is extremely important.

Too much of our teaching stops too soon! It is better to have a little learned to the point of mastery, than to have much ground covered with nothing fixed.

Of course these ideas are commonplace. They are as old as Education itself, but it took a Dewey and a Morrison of our time to put an effective spotlight on them. Much modern teaching carries out these practices to a greater or a lesser degree.

My third idea calls for a little preface. In studying ways and means, and in searching for material for the teaching of Traffic Safety in these retarded classes, and for the preparation of a traffic safety booth for our annual Chaffey Junior Fair, we discovered the story

of Milwaukee, the safest city of its class in the nation.

The practice in Milwaukee (to which is given credit for much of its fine achievement) is that of placing every sign, signal and instruction exactly where the eye will fall upon it at the precise moment that it should be observed, "at the point of obedience," and not a few feet before or beyond.

Stop signals were placed at the very point at which cars were to stop,—at the point of obedience—and pedestrian signs and instructions likewise. Also, these signs and signals were generous and explicit; nothing was left to the memory or the intuition of those who needed to use them.

This terse slogan, "at the point of obedience," and the procedure emphasized to me again the truth that to be effective, remedial teaching must be immediate and pertinent, particularly the remedial teaching of the retarded adolescent. Mistakes must be pointed out and corrected when made, and correct forms fixed. It is a waste of the precious time of these handicapped or even average students to learn paradigms. They are not able to apply the knowledge when needed.

Another teacher told me the story of a superior senior student who came to her and asked for an explanation for her low mark in English. Her knowledge of formal grammar was exceptional and every assignment had been promptly met. The teacher pointed out that her papers and her speech were full of unpardonable errors. In spite of four years study of formal English in high school she still retained the slovenly expressions of her childhood environment. There are many like her.

What Shall We Read About the Movies? (a guide to the many books about motion pictures; compiled as an aid to photoplay appreciation) by William Lewin, chairman, Motion Picture Committee, N. E. A. Department of Secondary Education, is a 21-page mimeographed brochure obtainable from N. E. A.

So this year I took special care to place the English signs at the point of obedience. This idea also is not new, but when these three are put consistently and simultaneously to work, the results are surprisingly good.

FOR several years in more or less desultory fashion English students in both my regular and retarded classes have kept diaries. I had come to feel that such a project turned their thoughts too much inward. It also often resulted in routine narration of the day's prosaic acts, as, "I got up this morning, washed my face, combed my hair, brushed my teeth, ate my breakfast, and came to school." Too frequently exhaustive comments about the weather were all that some could bring forth. There was too little play of imagination, little originality, no outward nor upward look, no feeling, and outside of some improvement in the mechanics of composition, no mental growth. A little different slant to such a project, while losing nothing, could develop a wider range of powers and achieve a better result.

Consequently this year, we made our themes objective, called them Observations and tried to make them that. The students were urged to make their themes so definitely their own that no one else could possibly have written them, and to give their "books" individual names that would define the trend the writers wanted them to take. "What I See," "My Weekly Observations," "Unusual Happenings," "What the Bird Saw," "The Unending Tale," "Bi-Weekly Highlights," "Breath-taking Moments," "As I Live My Life," "Cuento Interminable" were some of the names selected.

In the development of this project, besides improvement in written and oral English, other benefits were sought: dependability, regularity and system, punctuality, facility in written expression and a liking for it, greatly increased powers of observation, self-confidence, a better evaluation of their own powers and personalities, the overcoming of feelings of inferiority and other psychological obstacles, and better citizenship attitudes.

Twice a week in the class in regular ninth grade English, once a week in the two applied classes, these Observations

were written. At first, the children, many of them mental ten-year-olds, were bewildered. "Nothing ever happens to me!", "I didn't see anything this whole week!", "Can't I hunt something in a book to write?" were common reactions.

OVER and over I pointed out that if they would only open that "inner eye" they would find that their worlds were full of strange new sights, new sounds, thoughts, experiences, and feelings. They had interesting conversations and discussions at home or at school, they were witnesses to unusual exciting incidents, they had happy weekend trips, or they found keen pleasure in new, unexpected experiences. They might hear an airplane out of sight among the clouds and imagine what messenger of life or death, of grief or joy it carried. If they listened they might hear a cricket or a frog croaking alone at night, hear a bird calling to its mate; or they might watch ants or spiders at work, or a dog or kittens at play. Gradually finding something to write became no problem; they were off, and we could begin to turn our attention to the mechanics.

The stop signals were set up at the point of obedience, and we did not proceed until the green light showed. For instance: no attempt was made to teach spelling to these students as a unit, but when "runing" appeared, or "writting" or "finely" for finally, "loose" for lose, or a reversal, the signal was given, the principle explained, the pronunciation and meaning emphasized, illustration upon illustration added, the words used in sentences again and again, the correct forms rewritten again and again, sometimes traced, occasion after occasion, until the matter was fixed, and no relapse was condoned.

The Sensible Driver

Sentence structure, paragraphing, and the organization of thought were taught in the same way. It was pointed out that no sensible driver would back out of a driveway, enter traffic, go around corners, make left-hand turns, pass cars, cross intersections, take highways, or drive through towns without using hand-signals and observing all the signs and stops. Neither would he play leap-frog back and forth on the highway with his car: nor would he bring his car to a full stop every few feet without reason. A period was a stop and go signal, a semi-colon a boulevard stop, a comma a caution sign or a hand-signal. Misspelled words, violations of good taste or usage were obstructions and bumps in the composition highway.

During all of this time, of course, other work was going on. The themes were simply an accompanying regular semi-weekly assignment. We started the year with a unit in personality, horizons, and ideals. Later came the moving picture, radio, traffic safety, social relations, current magazines, a travel project, besides literature. Like lights of

many hues playing upon scenes in a pageant, these various units of study gave inspiration and purpose to the themes. The themes threw back the colors of the units; they reflected the passing thinking of the writers.

From the point-of-view of the teacher as well as of most of the students, the work was fun. The reading of the themes never became irksome; on the contrary, it was always interesting, full of suggestion, stimulating. Because the themes provided constant variety their reading was approached each evening with pleasurable anticipation; another new surprise might be drawn out of the bag. The themes became a fascinating project all the way around. They were returned promptly to the writers, who studied the warning signs in red and rewrote them until they were entirely satisfactory for the current stage of advancement.

Much Individual Work

Nine-tenths of the work was individual. Most of the corrections were made person-to-person by marginal comments or in conference. Usually, side by side, student and teacher worked together to bend and tie the sensitive twig in the way it ought to grow. Occasionally a portion of the class period was taken by all to point out and relearn typical errors. Although a minimum number of words was suggested for each theme, and a minimum number of themes was prescribed for the quarter, such a regulation had to be enforced rarely; often twice the quantity asked for was offered.

MOST of the themes, it is true, were matter-of-fact discussion of current happenings, such as the war in Spain, King Edward VIII, a moving picture, a highway accident or near accident, a fishing trip, the wrecking of a building of the campus, the opening of the new gymnasium or swimming pool. However, many of them were observations in the abstract sense made with the eye of the spirit, a bit of faith, or philosophy or emotional reaction, or a conclusion drawn from something seen or noticed. More were brush strokes of some touch of beauty their writers had seen and appreciated: white cloud sailing across blue sky, airplane flying into a setting sun, bird singing in the night, the growing light of dawn, a morning dark with smudge, or walking home in the rain.

As a matter of routine at our school, as at many, the incoming freshmen are given the usual standardized tests in achievement and mental rating and are then classified according to these tests and various other reports indicating achievement, intelligence, habits of work, and personality. This job is handled, of course, by the psychologist's and the principal's staffs.

This year, in order that the teaching in general already done in these classes might be evaluated, and the work for the semester ahead be given intelligent direction, at my urgent request and at considerable trouble,

the classes were tested again in February. I expected no astonishing results. I was concerned only that the classes under my direction attain at least their normal growth. The psychologist made the second tests during my absence from school on sick leave. I make these statements because, human nature being what it is, it would be extremely difficult to avoid teaching material were that material known in advance to be used in testing. In this case there could be no such coaching because there was no chance to know the material contained in the tests. I never saw the tests except to copy the needed facts tabulated upon the front covers, which I did within the space of half an hour.

Eighty-one students were assigned to these classes, but only 29 names appear in the survey because, for half-a-dozen different reasons, the data in the other reports were incomplete. Either the students were not caught in every testing, or their folders were missing from the file when the information was obtained. However, the 29 represent a fair cross-section of the class and present an honest picture. The partial reports of as many more obtained but not included in the picture did not vary in the general trend. Those in the classes who were in the highest-brackets for intelligence rating are included, and those in the lowest as well.

IN the tabulation, the students are ranked according to the intelligence reports, regardless of their actual class grouping. The segregation between the types of classes was at about I. Q. 85. Overlappings are few in number, explained by variations in attitude, habits of work, and personality.

For convenience the list has been divided into four groups, the first two of which represent roughly the students in the regular class, the others those in the applied classes. The average I. Q. of the first quartile was 108, of the second 92, bringing the average for this group to an even 100. The average chronological and mental ages recorded in the tests given in May, 1936, were 13 years, 11 months and 14 years, 11 months showing a retardation of one year, thus bringing, as we should expect, the acceleration-retardation for this group to about zero. The average I. Q. for the last two quartiles was 75. The ages 15 years one month, and 11 years one month respectively, showing an average retardation of 4 years.

The Most Significant Showing

While the tabulated figures speak for themselves, particular attention should be called to the one most significant showing of the study, the progression of the percentage of increase. In the light of the figures, and in view of the fact that the project was carried on in the two types of classes under the same instruction, in the same time, with one-half the work for the low quartiles, in short, under practically identical conditions, it is significant that the percentile progression,

		Grade Placements		Grade Increase	Increase Percentage
		May 1936	Feb. 1936		
1.	I. Q.				
2.	113	10	16	6.8	
3.	110	8.2	15	6.8	
4.	110	9.3	11.3	2	
5.	109	10.6	16	5.4	
6.	109	10.5	14.5	4	
7.	105	9.1	16	6.9	
8.	100	8.7	15.5	6.8	
Average					57%
9.	98	9.5	14.9	5.4	
10.	98	8.4	15	6.6	
11.	97	7.7	15	7.3	
12.	90	8.1	14.5	6.4	
13.	90	9.4	15	5.6	
14.	88	7.7	14.4	6.7	
15.	87	6.8	12.9	6.1	
16.		9	16	7	
Average					79%
Total Average					67%
17.	100	8.9	14.8	5.9	
18.	84	5.3	12	6.7	
19.	84	7.7	16	8.3	
20.	84	6.5	11.5	5	
21.	82	7.6	12.8	5.2	
22.	80	5.9	11	5.1	
23.	80	5.8	10.3	4.5	
24.	80	5.9	12.8	6.9	
25.	77	5.7	12	6.3	
Average					95%
26.	81	6.3	12.3	6	
27.	73	7.6	13.7	6.1	
28.	70	5.7	12	6.3	
29.	70	5.5	12.9	7.4	
30.	67	7.4	12	4.6	
31.	64	6.1	10.3	4.2	
32.	63	5.1	10	4.9	
33.	60	3.8	7.2	4.4	
Average					90%
Total Average					93%
		6.1	11.8	5.7	

57-79-95-90, should be what it is. This runs from the top down, showing the greatset increase in those of the third quartile, within the 85-75 I. Q. range.

Of course I realize that these percentages, even the ratio of them, might not prevail again, for other groups or on a larger scale. By further teaching and testing we intend to find out more about it.

WHILE I have no wish to launch into a discussion of a working philosophy of education now, there is a fact which the proponents of educating chiefly leaders forget, one of which I would like to remind them. They must mentally and economically prepare each of these leaders they are training to carry on his back through life an economic and social burden which otherwise he would not need to bear—a man, half-criminal and half-pauper. This is a burden that can be reduced by equitable education and by that alone.

There is a philosophy of the underdog, and insofar as the broader philosophy of Education does not include it, Education fails. It is from the boys and girls who meet in the classes of the two low quartiles of the high school, that the young criminals are recruited, that the ne'er-do-wells and economic dependents will come. I do not urge an equitable education for them on a humanitarian basis alone, but upon an economic and a social one as well. They are so plastic!

Then, too, there is such a hopeful side to the picture. For instance, now and then I see Ned walking about the campus in his Senior sweater. He has been a faithful, useful, appreciated student. Four years ago, as his brother is today, he appeared at the very bottom of my low quartile. Stephen, who showed no better than third grade achievement in English four years ago, has just

closed a term as a member of an outstanding student executive committee. During his four years he captured most of the agricultural honors available. Leland, super-energetic and mechanically gifted, also graduating, was another third grader in English four years ago. All of these boys will lead useful lives, each successful in his chosen field.

I could name dozens of others, but the greatest miracle of them all is Tom, a six-year graduate, once the classic faculty discour- agee. Of him a freshman teacher once remarked, "All we can do now for Tom is to keep him out of the penitentiary." He came from the most hopeless home it was ever my questionable privilege to see. He, too, now at twenty-one or two is wearing the green sweater with the '37 numerals. During all of his years in high school he has supported himself; sometimes it was at day labor with a pick and shovel, sometimes working at an all-night service station. More than once, when out of funds during these last few discour- aging years, he has left the school and the community to work for a time in the mines. However, for the past year he has been employed at night by a great corporation and is now receiving regular promotion in that organization. He is registered for junior college for next year and has his eye on university. It is with a constriction in my throat that I say, "Hats off to Tom!" As long as I live, I shall never forget the look on his face at commencement as he walked back

to his seat turning his diploma in his hands. The progression of those percentages rises like a paean—57-79-95-90! They point a way and a truth. Just as surely as Education leads towards light, and light leads toward God, of these eternal adolescents and the misfits scattered among them, the greatest Teacher of all most certainly also must have said, "Suffer little children, and forbid them not, to come unto Me: for of such is the kingdom of heaven"; and "Inasmuch . . ." as well.

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Directing Study Activities in Secondary Schools, by William G. Brink, Associate Professor of Education, Northwestern University, comprising 750 pages, is a basal text for general methods in teacher training. It emphasizes the teacher as a director of study. Published by Row, Peterson.

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Junior Red Cross Camp

San Joaquin County Chapter American Red Cross is nationally unique as sponsor of a Junior Red Cross Camp, held annually at the Stockton Municipal Camp at Silver Lake, Amador County. Mrs. Stella S. Swenson is director of the camp and school teachers (volunteers) comprise the staff.

Below is shown the camp administration building, with three buglers,—(right to left) Jean Swenson, Dick Evans, and Sandy Sanderson. Mr. R. E. Gillette, Pacific Coast director of Junior Red Cross, visited the camp this summer.



The Unique Function of Education in American Democracy, epoch-making publication of N. E. A. Educational Policies Commission, is nearly sold out in its second large printing. It probably will not be reprinted in its present attractive format with the Van Loon illustrations, wide margins and end papers. California schoolpeople interested in this monumental statement may obtain copies now by addressing the Commission at 1201 Sixteenth Street, Washington, D. C. The price is 50 cents.



Educative dance, based on New England legend of fisherwives whose husbands are lost at sea

FIRELIGHT

Douglas Conway, Teacher of Dance and Allied Arts; Teacher, Lime Kiln School, Nevada County*

*"In the darkness of the night
Be our shining light
Spirit white, Spirit white."*

THE flames of seven fires leaped high into the air, casting scintillating reflections upon the lake. Stars looked down upon Indian tepees: the Donner Trail, a purple shadow, blended into the distance.

Ominously, the tomtoms beat in staccato accents. Into the firelight of the seventh fire, Indian dancers crept: the tomtoms increased in volume, the blindfolds were removed from the now-accepted Braves, and with a Dance of Greeting the Honor Tribe of Pahatsi had welcomed the initiates.

Later, as the firelight faded, the Chief

Scene from Jack and the Beanstalk; a dance rhythm



asked: "Can anyone suggest how we might improve the Initiation Ritual?"

A voice from the fireside said simply and honestly: "I think the dancing helped a lot!"

Night darkness descended and with it the tomtoms died. The stars still shone; the lake in liquid purple glimmered. Noiselessly, the boats carrying the boys crept across the water. The lads had walked with beauty in the firelight. They were not afraid.

*Douglas Conway recently completed a successful summer as dramatic counselor at Camp Pahatsi, Tahoe Area Boy Scout Camp. Conway is the founder of the Educative Dance, the principles of which are: to find the latent rhythm of each child; to develop this rhythm according to the child's mental, physical, psychological and sociological growth; to hold each individual child's rhythm together in group form by thought and by geometric form, and to use the social sciences for basic narrative expression.

He has been a speaker on the New World broadcasts. His article portrays the introduction of Indian dancing at a boys camp.

* * *

California Holiday, by Doris Estcourt, is an interesting story of a camping trip in the high Sierra. The story centers around the adventures of 12-year-old twins, a brother and sister from England on a visit to their aunt in San Francisco.

The country around the Yosemite, Hetch Hetchy, and Tuolumne Meadows, was interestingly described. There are just enough thrilling moments to make this a very worthwhile book for boys and girls who like interesting stories of their own state. Published by Dodd Mead and Company.

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An Introduction to Progressive Education (The Activity Plan), by Samuel Engle Burr, a brochure of 84 pages with 18 illustrations, appears in a new 1937 revision and is published by C. A. Gregory Company, 345 Calhoun Street, Cincinnati, Ohio.

This booklet presents in clear, concise statements an interpretation of the progressive education movement. Price 50 cents.

* * *

Red Cross on the Campus

WITH the building of swimming pools by many colleges which previously had no means of indulging in water sports, the Red Cross life-saving program has become a recognized part of training in aquatics. Today, approximately 90% of those colleges which have pools are taught life saving by the Red Cross.

Nearly all college swimming coaches are qualified life-saving examiners. In many institutions examinations are held each year

by life-saving field representatives of the Red Cross national staff to qualify undergraduate life-savers as examiners. These undergraduates who become qualified instructors assist swimming coaches at their school in training other students to become life-savers and frequently accept positions as councilors at summer camps or swimming instructors at beaches and pools.

First-aid, like life-saving, is being taught more widely each year in colleges and universities by the Red Cross. Today both of these subjects are required in nearly all physical education courses.

Following the adoption of first-aid as a regular course in many junior and senior high schools throughout the country, numerous teacher-training colleges have requested the Red Cross to send its staff doctors in to give advanced first-aid courses in their institutions so that the teacher-graduates may be qualified to instruct in this subject.

Courses in home hygiene and care of the sick are given to women in many colleges and universities, especially to students in home economics and teacher-training departments. This instruction is given by Red Cross nurses and, although it does not qualify the students as instructors, it does enable them to plan more intelligently health instruction in the schools where they subsequently teach.

During the annual Red Cross Roll Call—November 11-25—thousands of university and college students in every part of the nation renew their memberships to help support the Red Cross to carry on its disaster relief work and year-round service programs throughout the coming twelve months. Everyone is invited to share in the work of the Red Cross by enrolling.

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Stanford University Press has issued a beautifully-printed volume entitled *Joaquin Miller, Literary Frontiersman*, by Severin Peterson. This book gives a most interesting story of the life of California's picturesque poet and is an interesting acquisition to anyone's Californiana collection.

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Curriculum in Practice

E. E. OBERHOLTZER, superintendent of schools, Houston, Texas, has written *An Integrated Curriculum in Practice*, recently published by Bureau of Publications, Teachers College, Columbia University.

This book describes a curriculum study conducted in the public schools of Houston. The investigation reported is distinctive because it was developed under usual teaching conditions in a public school system, with more than 70 teachers and 2,000 students participating.

Because of the present importance of questions relating to curriculum changes,



The coming of the Bidwell Party to California. These four pictures by Dermott Morgan illustrate episodes in educative dances by Douglas Conway

educational leaders will be interested in the methods, techniques, and procedures used in the development of the integrated curriculum in the elementary grades of Houston. The integrated curriculum is a type organized and constructed about central themes selected with a view to obtaining certain desired outcomes.

The term "integrated" is used to distinguish this curriculum from the type that is set up in divisions by subjects. The integrated curriculum is planned to provide better selection and organization of teaching materials and to promote better methods of teaching and learning.

W. Roy Breg, executive secretary, Allied Youth, with headquarters in National Education Association Building, Washington, D. C., will be in California, where he is widely known in temperance education, during December.

* * *

Who's Who In America, published biennially by A. N. Marquis Company, 919 North Michigan Avenue, is soon to appear in its 1938-40 edition. The new economic trend, which has brought numerous new faces into public view, will be recognized in this new edition.

The Donner Party starts; scene from a dance



READING READINESS

AN EXPERIMENT IN A READING READINESS PROGRAM

Helen Walker, First Grade Teacher; Mrs. Edna Hill, Principal, Brentwood Deer Valley School, Brentwood, Contra Costa County

A READING READINESS program for beginners was attempted for the first time in our school during 1936-37. About 40 children were enrolled in the first grade. Fourteen came from foreign homes. The children ranged in I. Q. from 130 to 65.

In setting out upon this kind of a program, our objective was to know the child as thoroughly as we could. We began by giving a primary test of mental ability and by consulting with parents, obtaining from them information regarding the general health of the child, his personality traits, his ability to concentrate on things which he undertook to do, his confidence in himself, his fears, if any, and his home duties.

We attempted to learn something of his experiences with reading, whether he had been read to, to what extent, his experiences in music, and trips which he had taken.

We wished to know something, too, concerning his muscular co-ordination, such as his ability to dress himself, to use tools and materials, to catch and toss a ball, etc.

We followed closely the Chico School entrance inventory in obtaining our responses from parents. An article explaining the procedure followed in the Chico entrance inventory experiment appeared in California Journal of Elementary Education, May, 1936, entitled Adjusting first grade experiences to the needs of the individual child.

Twelve conferences were held at school with parents, who came by request and were very cooperative in doing so. Sixteen homes, several of which were visited personally by the first grade teacher, were foreign. Seven parents were not consulted personally, but questionnaires were sent home and filled out and returned by the parents. These homes were not visited, either because of lack of time or because parents were unable to visit the school.

As a result of the consultations with parents valuable information was gained, which helped greatly in adapt-

ing instruction to the child's needs.

Several of the children had had very little experience with books in the home. Through the free use of a browsing-table and the making of little booklets which contained short stories which some of the pupils had developed, interest grew. These stories were proudly read to the class. They were placed on the browsing-table for the other children to look at. Many stories were read and told by the teacher. Pupils were encouraged to tell and retell stories and experiences. The careful handling of books was discussed by the pupils and teacher.

The browsing-table became a source of great interest to the children. If a book was found which needed mending, it was noticed immediately. Books were mended and every child handled them with utmost care. One little lad, who showed practically no interest both because of a lack of experience and an extreme shyness, now spends every moment of his spare time at the browsing-table.

Special attention was given to those who were in the habit of failing to complete tasks they started at home. Tasks were assigned to these boys and girls which were interesting to them and their completion was required. The interest in tasks assigned developed a pleasant habit of completing what had been begun.

Several parents were much concerned about the extreme shyness of their children. One little girl, Nan, who was very shy, was assigned the duty and privilege of receiving and greeting visitors. Nan has overcome her shyness and now expresses her opinions and tells of her experiences before the class without hesitancy.

Joyce, another little girl who was so shy as to be practically bewildered during her first weeks at school, now comes to school beaming with many interesting things to tell.

Bill, a shy little Japanese boy, was assigned responsibilities such as that of

carpenter on the home project which the class carried on. He developed a keen interest and has much to contribute to the class.

There were numerous children who apparently had very few, if any, home duties to perform. Many school duties were assigned to these children. They were encouraged to help their mothers and fathers at home. These children became eager to report back to the teacher what they had done at home for their parents. In a number of instances the parents volunteered the information that their child was eager to do something at home for mother or father.

Children who did not respect the rights of others were required to take turns in playing games. All children learned to respect the monitors who were assigned various duties in the room.

Orderliness was lacking in many instances. Orderliness and neatness were stressed and the children became much interested in keeping things about the room in order.

A number of the children had developed a fear of the dark. Songs about night were taught and the teacher and children talked about darkness as a friendly thing.

Special effort was made to develop in the children who were unable to dress themselves, a pride in doing things for themselves, to develop co-ordination through manipulation of materials and tools, participation in games and rhythmic and dramatic activities and putting on of wraps and overshoes and caring for them.

At the end of the term, two little girls who had been the most helpless, were among the most outstanding in their ability to sew for the home project. They proved to be the best pupils in art and writing, also.

The Child's Interests Were Stressed

Every effort was made to play up to the special interests of the child. Much work was done in drawing, painting, building, rhythmic and dramatic plays and games. Freedom of expression was stressed. Children are encouraged to talk of trips and experiences they had.

The outstanding value of the project was that of bringing together the home and the school through friendly contact of parent and teacher. The direct personal contact with the mothers and fathers of the children gave an understanding of these children and their home background that could not otherwise have been learned.

Acquaintance with the parents through the object of greatest concern to both the parent and teacher—the child—brought about a happy situation throughout the year.

There was an eagerness on the part of the parent to co-operate with the school in every instance in which we requested a parent to help us in working out some problem for the good of the child. The responses have been uniformly co-operative, open-minded and friendly.

Although this experiment was but a beginning in the development of a reading-readiness program, we believe it a successful procedure.

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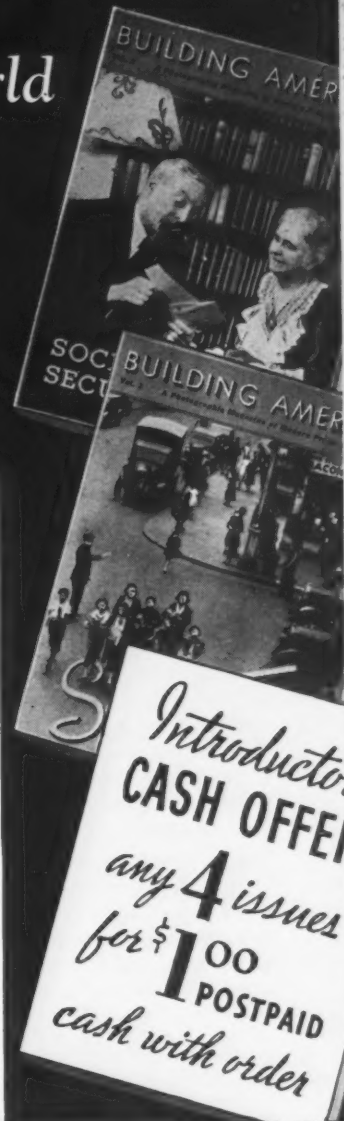
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Fresno County High School Principals Association held its October meeting at the Commercial Club in Fresno. Adult Education was the main topic for discussion; Dr. Hubert Phillips, dean of liberal arts and professor of social science, Fresno State College, was the principal speaker. G. N. Steyer, Continuation Education, Riverdale High School, is secretary of the association.

November meeting was held at Madera High School, with Principals Thompson and Hixon in charge.

* * *

Talking Pictures

TALKING PICTURES, How they are made—How to appreciate them, by Barrett C. Kiesling, is the first textbook written from inside the moving-picture industry—so vividly presented that it approximates a personal visit behind studio walls. It is for classes in visual education, English, dramatics, guidance, social studies and science; Johnson Publishing Company.

The author has been an important figure in the moving-picture industry for 22 years. Also widely-known as a lecturer, Mr. Kiesling has addressed groups of educational and civic leaders throughout the country.

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HONORING HORACE MANN

Franklin C. Hemphill, Assistant Superintendent, Compton Union Secondary District, Los Angeles County

THE annual combined commencement exercises of the five junior high schools of the Compton Union Secondary District, in which simplicity is sought while presenting a colorful spectacle in keeping with the spirit of the junior high school, this last June employed the Horace Mann centennial theme in co-operation with the N. E. A. special committee.

The author of the theme pageant, J. William Cunliffe of Willowbrook Junior High School, wove the life and teaching of Horace Mann into the bridge-building idea, entitling his production "Education—A Bridge." Thus the more remote feature of the father of free public education was made to furnish idealism for a modern theme of special interest to the Pacific Coast—that having to do with the completion of the San Francisco Bay and Golden Gate Bridges.

A significant finale to the pageant was the erection, section by section, of a miniature of the new bridge on a gigantic scenic background of San Francisco's Golden Gate. This was later converted into a replica of the Great Seal of the State of California with a living figure of the Goddess Minerva.

The schools participating were the Clearwater, Enterprise, Lynwood,

Franklin D. Roosevelt, and Willowbrook Junior High Schools, all of which are four-year institutions under the 6-4-4 plan of organization.

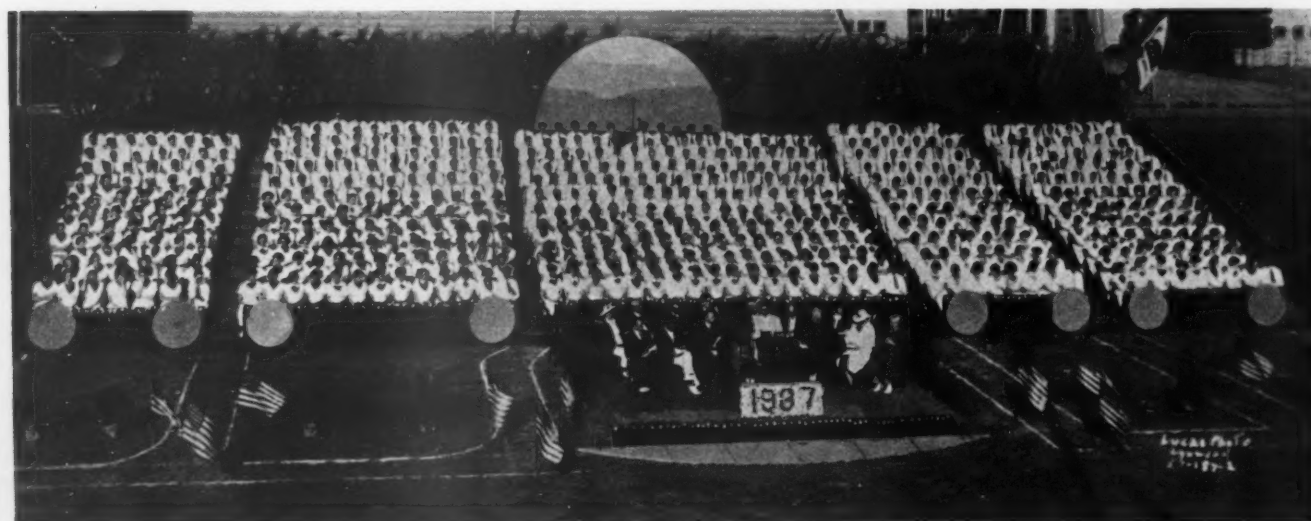
Nearly 700 were given certificates of promotion marking completion of the tenth grade, and about 4,000 persons witnessed the ceremony.

It has become traditional for the graduates to dress in white and to wear blue, red, green, purple or gold ties and scarfs, depending upon which of the five schools they represent. Girls wear simple white sport-type dresses in the prevailing mode with silk scarf of solid color to designate school, and boys wear white shirts, without coats, and white or light trousers. Their neckties match the girls scarfs for each school. The graduates sit in specially constructed and decorated stands erected on the turf athletic field at Compton Junior College. The audience occupies regular seating facilities provided for athletic events.

* * *

The Tower, handbook of Palo Alto Senior High School (Ivan H. Linder, principal), is an admirable, compact, pocket-size manual of 74 pages. The seven sections cover,—directory, building, calendar, efficiency, aids to students, school opportunities, and loyalty. Throughout the style is interesting and progressive.

Each of the sections shown above comprises the 1937 tenth grade graduating class of one of the five junior high schools of Compton Union Secondary District. The sketch in the background is of the Golden Gate upon which a miniature of the new bridge was superimposed in pageantry, the entire scene being later converted into a facsimile of the State seal. School officials and trustees are seen in the foreground.



AROUND THE STATE

DEL NORTE COUNTY

Eph. L. Musick, Rural Supervisor, Del Norte County Schools, Crescent City

DEL NORTE COUNTY, skirting along the northwest coast of California from the Oregon line to the Humboldt County boundary, is typically a rural county when one considers its schools. Yet it is far more fortunate than many other rural counties, inasmuch as all the schoolhouses except four are located along paved highways. These other four are located within a three-mile limit of the main traveled arteries. It would be possible for the county superintendent, within the confines of a single school day, to visit briefly every classroom in his county and travel but 110 miles. This proximity of the schools is due primarily to the fact that a great majority of the 4,000 inhabitants live close to the ocean.

There are in the county 18 elementary schools, 3 of which are emergency schools kept open from year to year according to necessity. The Crescent-Elk School, located in Crescent City, is one of the finest school buildings of its size in California. It has an enrollment of over 300 and is administered by A. B. Miller, a graduate of the University of California. With the exception of the Klamath Union and the Smith River Union, having 4 and 3 teachers respectively, the schools are all of the one-teacher type.

The 18 elementary schools are feeders for Del Norte High School, which has the distinction of being the first county high school established in California under the McGowan Act. The present high school building, the fourth to be built since 1891, is modern in every respect. It maintains a staff of 11 teachers under the charge of C. A. Thunen, a graduate of the University of California. School busses are sent daily into every district in the county. The present enrollment of the school is approximately 300.

Although far removed from the center of education in California, Del Norte has ever kept abreast of the trend of progress. Before the enactment of the rural supervision law, the various districts of the county provided for special supervision of art and penmanship. For a number of years Ione Hamilton, specially trained at Humboldt State College, has served as instructor of music in 7 of the rural schools. At the present time a full-time rural supervisor is in the field, working to

bring about a closer co-ordination of the 18 elementary schools with the one high school in the county.

The school system of the county is being ably managed by Joseph M. Hamilton, one of the few veteran superintendents now serving the state. He was born in Del Norte in 1874, youngest son of the late Judge W. A. Hamilton. Soon after graduation from high school in 1896—and he has the honor of being the first graduate of the first county high school established in California—he accepted a teaching position in one of the rural schools. He has been in public life continuously since. In 1904 he was made principal of Crescent City Grammar School, which position he held until his election as school superintendent in 1910. In 1921 he resigned the school superintendency to become the first rural supervisor of the county. He later served as postmaster of Crescent City; but, being a schoolman at heart, continued to keep in close touch with the cause of education. The people of Del Norte in 1934 again called him to the school superintendency.

On account of its forest-clad mountains, its sparkling streams teeming with fish, its scenic grandeur, Del Norte County is visited annually by hundreds of teachers from all parts of the country. Crescent City is located at the junction of three of the playground trails of America. Del Norte County cordially invites all teachers to travel those trails.

* * *

Youth in a Modern Community

PARENT-TEACHER Radio Forum is broadcast by National Broadcasting Company, over its blue network, each Wednesday afternoon from 1:30 to 2:00 o'clock. P S T, continuing through April 13, 1938.

The general theme, Youth in a Modern Community, will be developed through a series of roundtable discussions, interviews, and dramatic sketches, under the leadership of specialists in health, recreation, education, and allied fields. These leaders will present their views and suggestions concerning P. T. A. activities and efforts to aid young people in becoming useful members of society.

Standard School Broadcast

THE TEACHER'S MANUAL, series 1937-38, for the Tenth Annual Standard School Broadcast (a radio course in music enjoyment affiliated with Standard Symphony hour) presented to the schools of the Pacific West by Standard Oil Company of California, is a handsomely printed and richly illustrated 72-page brochure.

The 50 lessons (25 elementary and 25 advanced) are developed with the best modern pedagogy and musical background. Abundant use has been made of creative art by the pupils, integrated with the music lessons.



MAMMOTH turkeys are no longer the mode; in fact, one of the experimental farms of the Department of Agriculture is developing a smaller turkey to fit the small ovens of modern kitchens.

WITH or without turkey, may your Thanksgiving feast be complete, "from soup to nuts." The ancient Romans used a similar expression, "from eggs to apples" to express the whole of anything. (From ON THE ROAD TO CIVILIZATION, new world history for high schools. Attractive wall chart free on request.)

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SCHOOL CALENDARS 1937-38

Collected by California Teachers Association, Bay Section, Earl G. Gridley, Secretary

District	Fall Opening	Thanks-giving	Christmas	Fall Closing	Spring Opening	Easter	Spring Closing	Institute
Alameda County								
Alameda City	Sept. 13	Nov. 25-26	Dec. 18-Jan. 2	Jan. 28	Jan. 31	Apr. 9-17	June 17	Nov. 22-24
Albany	Aug. 30	Nov. 25-26	Dec. 18-Jan. 2	Jan. 28	Jan. 31	Apr. 9-17	June 10	
Berkeley	Aug. 31	Nov. 25-26	Dec. 18-Jan. 2	Jan. 28	Jan. 31	Apr. 9-17	June 17	18/30-11/24
Centerville	Aug. 30	Nov. 25-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 11-15	June 10	Nov. 22-24
Hayward	Sept. 13	Nov. 25-26	Dec. 18-Jan. 3	Jan. 28	Jan. 31	Apr. 13-17	June 10	Nov. 22-24
Livermore	Sept. 13	Nov. 25-26	Dec. 18-27	Jan. 21	Jan. 24	Apr. 9-17	June 11	Nov. 22-24
Oakland	Aug. 30	Nov. 25-26	Dec. 18-Jan. 2	Jan. 28	Jan. 31	Apr. 9-17	June 17	
Piedmont	Aug. 30	Nov. 25-26	Dec. 17-Jan. 3	Jan. 21	Jan. 24	Apr. 9-17	June 10	Nov. 22-24
San Leandro	Aug. 30	Nov. 25-26	Dec. 18-Jan. 2	Jan. 28	Jan. 31	Apr. 9-17	June 17	Nov. 22-24
Butte County								
Chico	Sept. 7	Nov. 25-26	.....	Jan. 21	Jan. 24	Apr. 14-15	June 10	Nov. 22-24
Oroville	Sept. 13	Nov. 22-26	.....	.....	.....	.....	.....	.....
Contra Costa County								
Antioch High.	.....	.....	.....	.....	.....	.....	June 11	Nov. 24 and
Brentwood High.	Aug. 30	.....	.....	.....	.....	.....	June 11	other
Concord High	Aug. 30	.....	.....	.....	.....	.....	June 18	sessions
Crockett High	Aug. 30	.....	.....	.....	.....	.....	June 11	throughout
Danville High	Aug. 30	.....	.....	.....	.....	.....	June 11	the year
Martinez	Aug. 30	Nov. 25-26	Dec. 20-31	Dec. 20	Jan. 3	Apr. 11-15	June 17	
Richmond	Aug. 23	Nov. 25-28	Dec. 17-Jan. 3	Jan. 21	Jan. 24	Apr. 9-17	June 10	Oct. 1
El Dorado County	Sept. 13	Nov. 20-28	Dec. 18-Jan. 2	.....	.....	.....	June 3	Nov. 22-24
Fresno County								
Fresno	Sept. 13	Nov. 25-27	Dec. 24-Jan. 2	Jan. 28	Jan. 31	Apr. 11-17	June 10	Nov. 22-24
Humboldt County								
Eureka	Sept. 13	Nov. 25-26	Dec. 23-Jan. 2	Jan. 29	Jan. 31	Apr. 11-15	June 17	Nov. 8-10
Imperial County	Sept. 13, 20	Nov. 25-26	.....	Jan. 21	Jan. 24	None	May 27-June 3	Dec. 18 and
								throughout
								the year
Kern County								
Bakersfield	Sept. 13	Nov. 25-26	Dec. 24-31	Jan. 28	Jan. 31	Apr. 14-15	June 10	Nov. 22-24
Taft	Sept. 13	Nov. 25-26	Dec. 24-31	Jan. 28	Jan. 31	Apr. 11-13	June 10	Nov. 22-24
Lake County								
Kelseyville	Sept. 20	Nov. 22-26	Dec. 24-Jan. 2	Feb. 4	Feb. 7	Apr. 11-15	June 10	Nov. 22-24
Lower Lake	Sept. 7	Nov. 24-26	Dec. 17-Jan. 4	Jan. 21	Jan. 24	None	6/3 or 5/37	Nov. 22-24
Los Angeles County								
Alhambra	Sept. 13	Nov. 25-26	Dec. 20-Jan. 2	Jan. 28	Jan. 31	Apr. 11-15	June 17	Xmas
Beverly Hills	Sept. 13	Nov. 25-26	Dec. 18-Jan. 2	Jan. 28	Jan. 31	Apr. 11-15	June 17	.....
Burbank	Sept. 13	Nov. 25-26	Dec. 20-31	Jan. 29	Jan. 31	Apr. 11-15	June 17	.....
Compton	Sept. 6	Nov. 25-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 11-15	June 10	Dec. 20-22
Glendale	Sept. 13	Nov. 25-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 11-15	June 17	.....
Inglewood	Sept. 13	Nov. 25-26	Dec. 20-Jan. 3	Jan. 28	Jan. 31	Apr. 11-15	June 17	.....
Long Beach	Sept. 13	Nov. 25-26	Dec. 23-31	Jan. 28	Jan. 31	Apr. 11-15	June 17	*Dec. 20-22
Los Angeles	Sept. 13	Nov. 25-26	Dec. 27-Jan. 3	Feb. 4	Feb. 7	Apr. 11-15	June 24	Dec. 20-22
Pasadena	Sept. 13	Nov. 25-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 11-15	June 17	Dec. 20-22
Pomona	Sept. 7	Nov. 25-26	Dec. 20-31	Jan. 21	Jan. 24	Apr. 11-15	June 10	Sept. 6 & 9
Redondo Beach	Sept. 7	Nov. 25-26	Dec. 23-31	Jan. 28	Jan. 31	Apr. 11-15	June 10	Dec. 20-22
Santa Monica	Sept. 13	Nov. 25-26	Dec. 20-31	Feb. 4	Feb. 7	Apr. 11-15	June 17	Dec. 20-22
Marin County								
San Rafael	Aug. 23	Nov. 23-26	Dec. 18-Jan. 2	Jan. 21	Jan. 24	Apr. 9-17	June 17	Nov. 22-24
Mariposa County	Aug. 30	.....	.....	.....	.....	.....	.....	Aug. 25-27
Monterey County								
Salinas	Aug. 30	Nov. 22-26	Dec. 18-Jan. 3	Dec. 18	Jan. 3	Apr. 11-15	June 3	Nov. 22-26
Napa County								
Napa	Sept. 20	.....	.....	.....	.....	.....	.....	Nov. 22-24
St. Helena	Sept. 13	Nov. 21-25	Dec. 19-Jan. 2	Feb. 4	Feb. 7	.....	June 17	Nov. 22-24
Nevada County								
Grass Valley	Aug. 23	Nov. 25-26	Dec. 17-Jan. 3	.....	.....	.....	June 10	Nov. 15-17
Orange County								
Santa Ana	Sept. 13	Nov. 25-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 11-15	June 17	.....
Placer County								
Roseville & Lincoln	Sept. 13	Nov. 25-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 11-15	June 10	Nov. 22-24
Riverside County								
Riverside	Sept. 13	Nov. 25-26	Dec. 17-Jan. 3	.....	.....	.....	June 16	Evenings during
								the year
Sacramento County								
Sacramento	Aug. 30	Nov. 22-26	Dec. 20-Jan. 3	Jan. 28	Jan. 31	Apr. 11-15	June 10	Nov. 22-24
San Bernardino County								
San Bernardino	Sept. 13	Nov. 25-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 11-15	June 10	Nov. 5-6
San Diego County								
San Diego	Sept. 7	Nov. 25-26	Dec. 17-Jan. 3	Jan. 28	Jan. 31	Apr. 11-15	June 10	*Dec. 20-22
San Francisco City & County								
San Francisco	Aug. 17	Nov. 25-26	Dec. 20-31	Dec. 17	Jan. 3	Apr. 11-15	June 10	.....
State College	8/16-30	Nov. 25-26	Dec. 11-Jan. 2	Jan. 21	1/17-26	Apr. 14-15	May 27	None
San Joaquin County								
Escalon	Sept. 13	Nov. 20-28	Dec. 24-Jan. 2	Jan. 28	Jan. 31	Apr. 11-15	June 3	.....
Lodi	Sept. 7	Nov. 22-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 11-15	June 10	.....
Stockton	Sept. 7	Nov. 25-26	Dec. 23-31	Jan. 28	Jan. 31	Apr. 11-15	June 15	Dec. 20-22
Junior College	Sept. 7	Nov. 24-29	Dec. 18-Jan. 3	Dec. 18	Feb. 1	Apr. 9-18	June 10	Dec. 20-22
Tracy	Aug. 30	Nov. 22-26	Dec. 20-31	Jan. 21	Jan. 24	Apr. 11-15	June 3	.....
San Luis Obispo County								
San Luis Obispo	Aug. 30	Nov. 22-26	Dec. 18-Jan. 2	.....	.....	Apr. 11-15	.....	Nov. 22-24
San Mateo County								
Burlingame	Aug. 30	Nov. 25-26	Dec. 20-31	Jan. 21	Jan. 24	Apr. 11-15	June 10	Nov. 22-24
Pescadero	Aug. 30	Nov. 25-26	Dec. 17-Jan. 3	Jan. 28	Jan. 31	Apr. 11-15	June 10	Nov. 22-24
Redwood City	Aug. 30	Nov. 25-26	Dec. 18-Jan. 3	Jan. 28	Jan. 31	Apr. 9-18	June 10	Nov. 22-24
San Mateo	Aug. 30	Nov. 25-26	Dec. 20-31	Jan. 21	Jan. 24	Apr. 11-15	June 10	Nov. 22-24
Junior College	Aug. 30	Nov. 22-26	Dec. 20-31	Jan. 21	Jan. 27	Apr. 11-15	June 8	Nov. 22-24
Santa Barbara County								
Santa Barbara	Sept. 13	Nov. 25-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 11-15	June 17	Xmas
Santa Clara County								
Mt. View	Sept. 20	Nov. 25-26	Dec. 20-31	Feb. 4	Feb. 7	Apr. 11-15	June 10	.....
Palo Alto	Sept. 7	Nov. 25-26	Dec. 20-Jan. 3	Jan. 28	Jan. 31	Apr. 11-15	June 10	Nov. 22-24
San Jose	Sept. 13	Nov. 25-26	Dec. 17-Jan. 3	Jan. 28	Jan. 31	Apr. 11-15	June 17	Sept. 10-11
State College	Sept. 20	Nov. 25-28	Dec. 10-28	.....	.....	.....	June 17	None
Santa Cruz County								
Santa Cruz	Sept. 13	Nov. 25-26	Dec. 23-Jan. 2	Feb. 3	Feb. 7	Apr. 9-17	June 16	Nov. 22-24

District	Fall Opening	Thanks- giving	Christmas	Fall Closing	Spring Opening	Easter	Spring Closing	Institute
Solano County								
Davis	Aug. 23	Nov. 25-26	Dec. 20-Jan. 3	Jan. 14	Jan. 17	Apr. 11-15	June 1	Nov. 22-24
Sonoma County								
Petaluma	Aug. 23	Nov. 25-26	Dec. 18-Jan. 3	Jan. 21	Jan. 24	Apr. 11-15	June 10	Nov. 22-24
Santa Rosa	Sept. 13	Nov. 25-26	Dec. 17-Jan. 3	Feb. 4	Feb. 7	Apr. 8-18	June 17	Nov. 22-24
Junior College	9/7-13	Nov. 25-28	Dec. 18-Jan. 2	Jan. 28	2/3-7	Apr. 9-17	June 10	Nov. 22-24
Sebastopol	Aug. 30	Nov. 25-26	Dec. 18-Jan. 2	Jan. 28	Jan. 31	Apr. 11-15	June 10	Nov. 22-24
Sonoma	Sept. 13	.....	.....	Feb. 4	Feb. 7	.....	June 17	Nov. 22-24
Stanislaus County								
Modesto	Sept. 13	Nov. 22-26	Dec. 20-27	Jan. 28	Jan. 31	Apr. 11-15	June 10	Nov. 12
Newman	Sept. 13	Nov. 25-26	Dec. 22-Jan. 3	Jan. 14	Jan. 17	Apr. 11-15	June 10	Nov. 22-24
Tulare County								
Visalia	Sept. 13	Nov. 25-29	Dec. 18-Jan. 3	....	....	.....	June 3	*Nov. 22-23
Tuolumne County								
Sonora	Sept. 8	Nov. 22-26	Dec. 20-31	Jan. 28	Jan. 31	Apr. 4-8	June 10	Nov. 22-24
Yuba County Schools	Aug. 30-Sept. 13	Nov. 22-27	Dec. 20-37	....	....	.....	Before June 24	Nov. 22-24

¹Berkeley Institute Aug. 30 and Nov. 24 and 4 sessions. Oakland Institute Nov. 24 only. Sept. 10 and Nov. 12 are indicated as Institute days but are made up of sessions throughout the year.

²Designated as Institute days for sessions held throughout the year.

³San Francisco Institutes days Aug. 16, Nov. 24 and third day yet to be designated.

⁴Sept. 10, Oct. 27, Nov. 24.

⁵Oakland Institute Nov. 24 only. Sept. 10 and Nov. 12 are indicated as Institute days but are made up of sessions throughout the year.

⁶Sept. 18 at Visalia H. S. for elementary teachers; Sept. 25 at Visalia H. S. for high school teachers; Nov. 22 and 23 at Tulare H. S. for all Tulare County teachers.

GOOD TEACHING

OUR PHILOSOPHY EXPRESSED IN TERMS OF CHARACTERISTICS OF GOOD TEACHING*

Ruth Edmands, Supervisor of Instruction, Colusa County Schools

THE following characteristics of good teaching are stated in the form of questions. These questions should guide each teacher into an examination of his own practices.

1. Is my program planned to secure the development of a well-rounded functioning personality for each child?

2. Do I encourage the development and practice of good health habits in all school activities?

3. Is the physical environment of my school, lighting, heating, ventilation, cleanliness, and sanitation, conducive to satisfactory health and school work?

4. Is my school free from emotional strain?

5. Is my school a cooperative, happy working group?

6. Is my attitude one of sympathetic understanding of children's problems?

7. Do I practice democratic relations with the children under my direction?

8. Do I actively subscribe to the theory that school is life—not preparation for life?

9. Do I plan to get the best social development for the child from school life?

10. Do I foster cooperation in all school activities?

11. Do I encourage courtesy in all personal relationships?

12. Do I fully realize that every child

should progress, at a rate commensurate with his own ability?

13. Do I lead each child to participate, making contributions approximate to his ability level?

14. Do I develop standards of acceptable behavior in every situation?

15. Is my most effective teaching done during the pupil-teacher planning period?

16. Do I in practice subscribe to this statement, "Time is more profitably spent on planning than on testing"?

17. Is time allotted for the child to have experiences or activities in relation to his learning?

18. Do I see that educational experiences are teacher-pupil selected and planned so carefully that each child is challenged to greater achievement?



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*Colusa County elementary and secondary teachers, after much research, study, and discussion, compiled the above statement, which is a composite product of many authors. See also the October, 1937, issue of this magazine for a statement of educational philosophy, prepared by the same group.

The list of characteristics of good teaching prepared by the Oakland teachers was especially helpful.

19. Do I provide problems pertinent to the child which stimulate independent thinking as well as group thinking?

20. Do I teach children to use the scientific methods of solving problems?

21. Do I provide frequent periods for evaluation of individual as well as group results provided, thereby raising pupil standards?

22. Do I individualize the tool subjects of learning so that the child of high intel-

ligence may progress rapidly, working independently, thereby conserving his time for additional worthwhile experiences?

23. Do I provide continuous experiences which serve to broaden the child's horizon?

24. Do I surround the child with opportunities for enrichment and the development of appreciations?

25. Do I provide a wide variety of experiences and materials for exploration and use?

LIGHT INTENSITY

A PROVEN PLAN FOR THE STUDY AND USE OF LIGHT IN PHOTOGRAPHY

F. M. Steadman, Atascadero

WHEN as yet only partially perfected, this scheme for the study and use of light in photography was published in 1914, in my book *Unit Photography*.

My first experience in teaching this method in a school was in 1917-18 in Venezuela, in the School of Arts for Men. The results were especially satisfactory both to the students and to the school officials. The years since I have spent in perfecting the teaching plan for schools.

In Atascadero High School, Superintendent R. I. Hale gave me a number of periods with the junior science and biology classes. With a Brownie camera we photographed leaves and shells exact size with measured exposures. At the close of the instruction the students voted that the measurements should be taught in all schools.

The plan was also tested in adult education work during 1936-37 in Coalinga Union High School. The total registration was 95. The results proved the beneficial character of the study scheme. My students are making 100% correct exposures and are doing good portrait work, using the flood-bulbs and also their home lightings by the ordinary window, etc.

My guide in this plan is the play of light in Nature. Each separate grain of dust on the earth that lies accessible to the sun and the sky are independently illuminated by those two light sources.

In reading this page, it is plainly evident that each letter and sign upon it is independently illuminated by all the light that is in the space before it. The light converges from space to points.

Before every plane surface lies a full hemisphere of space. At times the whole hemispheric field is filled with light of practically the same intensity throughout. A pure white surface held within a flame, a sun, a bank of fog, or placed horizontally under

the full sky after sunset, is given the same intensity as the light source.

On other occasions, as in daytime out-of-doors, the hemispheric field before the white surface is filled with a multiplicity of light values. Sun, sky, clouds, buildings and trees all send their light to each surface particle of every lighted area. Or, as we illuminate things at night, the hemisphere may be filled by a flame and almost total darkness. Under all these conditions the pure white surface takes on the average brightness of the hemispheric field before it. The student proves this by simple measurements.

Picture now, a scene in Nature. There are objects illuminated by the sun, others in shade, others in rooms and some lighted by artificial light. If by magic all these objects were coated with a substance causing them gradually to turn black under the action of light, how obvious that the things in bright light would darken most rapidly.

Also, if a certain tint were selected in advance, this stage of darkening could be noted in all the illuminations. The time required to make it would indicate the strength of the light under each condition. But instead of such an impossible condition, any paper which tints in the light may be held against any surface, in any light, and the brightness of the functioning light calculated much more readily than if the objects themselves discolored.

HOW to proceed: Cut some $\frac{1}{2}$ by 2 inch strips of Azo F4 paper. Cut a small triangular hole in the cover of a vest-pocket notebook. In weak light place one of the Azo strips under the hole and cover the hole with a coin.

On the lower part of the front cover paste a piece of the whitest card obtainable. Your printer will help you with his sample business cards. To take the actinic (photographic brightness) of this white card, hold the book in any light, anywhere. By slipping the coin off and on the paper exposed through the hole, find by trial which of the intervals in the following series has just sufficed to create a LEAST VISIBLE TINT

on the paper. Use the series— $\frac{1}{4}$, $\frac{1}{2}$, 1, 2, 4, 8, 16, etc.

This tint-time as found, divided into the number 32, gives the brightness of the white card in actinos in that same illumination. In practice, the book is held against the high-light area of the subject to be taken and turned toward the brightest light. The actinos of brightness as found are correct for a pure white subject, or one which compares with the white card. Learn the dividend for different subjects as below:

Pure white.....	32
Very fair complexion.....	16
Average complexion.....	8
Very dark complexion.....	4
Red roses or green grass and trees.....	2

Divide the proper dividend by the tint-time as found. The quotient will be the actinos of brightness of the subject.

To find the correct exposure: Plenachrome and Verichrome films require 1 second exposure with F/8 (64 steads as below) when the subject measures 1 actino. If a subject happens to measure 2 actinos only a half second exposure will be required.

Write the actinos of the subject under the number 1, and make a fraction which is the correct exposure with F/8. If the tint-time in weak light happens to be greater than the dividend, the brightness will be the fraction of an actino, and when reduced, its denominator, in whole seconds, is the correct exposure.

Should over-exposure result, multiply all the dividends by 2, thus getting double the actinos and half the exposure.

The hemisphere of solid angle is measured in steads, just as the circle is measured in degrees. One stead is the cone with altitude 64 (F/64 in lenses). All light pencils are measurable in steads, from that of the full hemisphere to the light which converges from a star. The series evaluates lens-stops just as they do the converging light pencils in Nature. In part: F/8 equals 64 steads, F/4 equals 256 steads. F/1 equals 4,000 steads. This F/1 form, being approximately $\frac{1}{8}$ hemispheric, gives the full hemisphere 8 times 4,000 or 32,000 steads.

Students understand this plan and use it accurately in photography.

* * *

Franklin D. Roosevelt School

OFFICIALS of Compton Union Secondary District believe their district to be the first in the state to name a school after the incumbent chief executive of the nation.

The Compton Junior High School, one of five in the district, became the Franklin D. Roosevelt Junior High School with the opening of the 1937-38 school year by order of the board of trustees.

The school was established in 1930 and includes grades 7, 8, 9 and 10; Blanche Taylor is principal; Scott Thompson is superintendent of schools, and F. C. Hemphill is assistant superintendent.

FIRST DAY OF SCHOOL

Barbara Kopp, Teacher, Third and Fourth Grades, Boulder Creek Union School,
Santa Cruz County

SCHOOL started at the usual hour. I was just as anxious to begin as the children.

We took some time to get acquainted. First I introduced myself. Then the children gave their names, their hobbies and what they did during their vacation.

Next we saluted the flag, distributed books and materials. We discussed the correct way to open new books, read the introductions, located the tables of contents and indexes of books. I want the children to feel definitely at ease with their books—to love them.

I then asked if there were any improvements that could be made in the room. Here are the suggestions: "We could have more pictures." "We should have some flowers." "Some current events should be brought in for the bulletin board."

The children noticed that the erasers looked shabby and decided to cover them with oil-cloth.

I commented on how fortunate they were to possess such a large selection of library books. The question was asked, "May we take them home?"

Ha! The anticipated result! A child suggested we make pockets and cards, for the books, like a real library.

We spent the remainder of the day fixing the books, as each child was extremely anxious to take a book home.

They worked in groups. Some measured tagboard for cards (5 by 3 1/2 inches), cut it, passed it to the next group, who drew lines for names and dates. Names of book and authors were printed on top. Envelopes were measured, cut and pasted in the books. Cards then were placed in envelopes and the books were placed proudly on the library shelf; a total of 135 books.

A Librarian and Assistant Librarian were chosen. Every child started for home with a library book under his arm, a feeling of accomplishment, and a smile of happy contentment on his face.

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* * *

Junior College Meeting

NORTHERN California Association of Junior Colleges recently held an important one-day session in Berkeley. J. Evan Armstrong, president, Armstrong Junior College, Berkeley, and president of the Association, presided. Greetings were given by Dr. Robert G. Sproul, president, University of California.

An excellent morning program in Wheeler Hall was followed by a felicitous luncheon program at International House.

Among participants in the sessions were,—Dr. James M. Wood, president, Stephens College, Columbia, Missouri; Dr. Ray Lyman Wilbur, president, Stanford University; Harry Tyler, Sacramento Junior College; Karl M. Cowdery, Stanford University; Irving Goleman, Stockton Junior College; Dwight C. Baker, Modesto Junior College; J. J. Collins, Yuba County Junior College; Jeannette Minard, Sacramento Junior College; Edwin C. Browne, San Francisco Junior College; E. B. Clark, Santa Rosa Junior College.

TEACHER TRAINING

HIGHLIGHTS OF THE TEACHER SITUATION IN CALIFORNIA

C. L. Phelps, Santa Barbara State College

CALIFORNIA has long been considered a progressive state in education. Especially has this been true of its teaching personnel. But social and financial conditions have been such in the past few years that many changes have taken place, and there are evidences that there is no reason at the present time for complacency.

Many persons can easily recall the days when a large percentage of our teachers were drawn from other states—already trained, or nearly so. They were attracted by better salaries and by the lure of California. Even in the early 1920s this group numbered about half as many as were being trained in the state. At present there is no such influx from other states, and a heavy out-of-state fee has been placed on young people who might like to come to the state to train for the teaching profession.

California has not always kept pace with some other states in certain aspects of its own teacher-training program. Several states had established teachers colleges long before this state, and made provisions for their support far superior to that later provided here. In 1929, a check of national reports for 1927-28 was made for comparative purposes, and showed California teachers colleges far from the head of the list among the 35 states having state teachers colleges at that time. California stood 11th in property valuation, 20th in expenditures for operation of plants, 18th for maintenance, 10th in enrollment, and 9th in degree graduates. There were 10 states out of the 35 above California in 5 or more of the 9 points listed in the study. A supplementary review from the same source two years later for the school year 1929-30 showed California somewhat improved in enrollments and graduates, but still far behind certain states in libraries, property valuation, cost of operating plants, and current expenses.

About this time Congress authorized a comprehensive survey of the education of teachers in the United States, appropriating \$200,000 for the study. Data were collected up to 1930-31. The results were published in 1935 in six

volumes. The present writer reviewed some of the most significant features of this survey and summarized the results as a guide for the activities of Santa Barbara State College. The main result of this summary was to locate California with reference to the most progressive conditions found elsewhere. The survey showed the state at or near the top of the list on some points and not so high on others. California showed an average of 8 years of teaching experience for teachers in one- and two-room schools, and was exceeded only by Delaware with 11 years. (In 1914 the writer had made a similar study of about 10% of such teachers in California and found teaching experience amounting to but slightly more than 3 years.)

The maturity of California teachers was greater than that found in any other state. The average teacher in this state was about 30 years of age and had taught from 8 to 10 years. Arizona was a close second, while Nebraska teachers, to quote the other extreme, showed a median age of 21 years.

Twelve per cent of the rural teachers of the country were men; in California the men constituted less than 3%. In the junior high and the high schools the proportion of men rose above the national median, but the ratio hovered around three to one in favor of the women. The small rural schools of California seemed particularly to attract married women, divorcees and widows. Married women were $2\frac{1}{2}$ times, divorcees about 5 times and widows about 4

For Exceptional Children

JESSIE A. TRITT, supervisor of the education of exceptional children, Los Angeles City School District, has prepared and distributed a very interesting group of reports covering progress in her department and including,—the physically handicapped, children of superior intelligence and those academically maladjusted, the mentally retarded, and the socially maladjusted.

These admirable monographs are of great practical interest and significance not only to teachers of exceptional children but to all schoolpeople.

times as numerous here as in the country as a whole.

The national survey indicated that throughout the country the education of teachers as measured by years of training and degrees, although improving, left much to be desired. The large percentage of teachers still teaching on meager preparation was due to the fact that advancing requirements had affected in the main only the new teachers and those who had their preparation in recent years. Many older teachers were teaching on permanent certificates and tenure with relatively inadequate preparation.

Many unsatisfactory conditions prevailed in most of the states, but in California protective procedures in the larger communities had been such that comparisons of training were unfavorable when contrasted with the smaller communities of the state and with like communities in certain other states. For example, according to the survey, the percentage of degree graduates in the teaching force of communities in California having less than 10,000 population was considerably higher than in the larger cities. Nationally, California ranked second in the training of its rural teachers as shown by degrees held, 5th in cities up to 100,000 in population, and 9th in its larger cities.

According to California reports for the school year 1933-34, in 55 city school districts of the state, 14% of kindergarten teachers and 29.2% of elementary school teachers held a college degree. In other words, more than two-thirds of the teachers in the kindergarten and the elementary schools—making a group much larger than all the rest of the teaching profession—were teaching on credentials, in many instances with a life diploma and permanent tenure, which are below the present high requirements for entering the profession.

Salaries, according to the state report referred to, were slightly better for women than for men in the elementary schools, and slightly better for men in the junior high and the high schools of city school districts, running on the average around \$1850 for elementary, and \$2275 for junior high and high schools. A recent law sets a minimum of \$1350 for any teacher in the state.

In a study by the writer, completed

in February of last year, an attempt was made to find out the significant movements undertaken or contemplated by typical teacher-training agencies in half the states of the country. One that was found active was the transfer of practice-teaching from the campus to the public schools. It was indicated that the purpose of this was to secure normal educational conditions for training. Another movement was the effort to secure a higher standard for the certification of teachers. It was observed that the lowest permissible standard tends, especially in times of depression, to be the real standard.

Suggestions from Other States

Several important suggestions came from other states. Some of these dealt with permanent certificates and tenure, both of which are progressive procedures that need to be administered with great care. There was an instance of one state having repealed its permanent certificate laws, and of another which had materially stiffened requirements for such a certificate. A recent change in one state provided for a long-term credential, renewable under certain conditions. Another state now requires a master's degree as a basis for application for a life certificate.

Such are some of the conditions with which young teachers should be familiar as they enter the profession. Candidates for training should be selected with full knowledge on their part concerning the problems they will have to meet. And they should be judged, as their training progresses, with reference to their ability to meet all kinds of problems and to help improve professional standards.

When students enter the California state colleges at the present time they are not given full matriculation until the end of the first semester. This period is a time of preliminary proving. At the end of a semester of satisfactory work they may be fully admitted to the college, but not to candidacy for the teaching profession. They may choose their minors and indicate their desire for a certain major. But selection by the college must await their completion of the work of the lower division. At this point all information is collected from various sources and checked to determine whether the student will be admitted to candidacy for a teaching credential. At this time also a teaching major may be selected by approved candidates.

Factors considered in the selection of candidates are many, and the tests are varied and comprehensive. Academic tests in fundamentals must have been passed and at least an average standard for the college must have been maintained in the work done in the lower division. All general tests, including the one on college aptitude, are reviewed.

Health and physical fitness are checked. A comprehensive blank is used for collecting data from all faculty members who have had important contacts with the student. These are studied and evaluated for the department which the candidate wishes to enter for upper division work.

More Exacting Requirements

Upon approval for candidacy the student may enter upon his work with the understanding that at least an average grade of work must still be maintained. From this point on fewer deficiencies in grade points are allowed, and a more exacting requirement in evenness of work is demanded. And again in the senior year a check is made of general physical, mental and professional fitness.

During the period of directed teaching, candidates are under careful supervision, both of the preparation of their work and of their class activities. All kinds of personal problems of students are sympathetically studied by supervisors, discussed and checked for careful attention. Probably here, more than anywhere else, the refining processes in training are continuously taking place. Some of these procedures result in remedial action on the part of students, producing constructive development and marked improvement. Sometimes, on the other hand, there is failure to adjust, failure to improve, and consequent elimination.

An indication of what is taking place may be gained from a check of one college class, entering in 1930, after its graduation date in June 1934. It was found that 19% of the group had been graduated, and that 5.5% had been held over. Fifteen per cent had failed outright and 16% were unable to adjust to teacher training on account of low grades. Thirty-eight per cent had been transferred to other institutions, and the

remainder had left for various reasons, mainly related to financial conditions.

Casualties are evidently high in proportion to successful completion of the work. Interest is centered in further study of personal problems with reference to the best possible guidance of students, either to make acceptable candidates for the teaching profession or to route them into other appropriate work within the college if possible, and outside it if necessary.

* * *

Harry L. Buckalew, principal, Jefferson School, Fresno, and president, California Elementary School Principals Association, is a new member of C. T. A. State Council of Education.

* * *

Citizenship at Ninety

MICHAEL LEVITT, age 90, is a resident of the Hebrew Sheltering Home for the Aged at 325 South Boyle Avenue, Los Angeles, where Mrs. Anna Revel Clark conducts classes in civics.

Some months ago at the close of her course, an evening's entertainment was arranged. Two old gentlemen, students in the class, carried in the American flag and the entire class gave the Pledge of Allegiance.

Mr. Levitt was presented with a sun-gold loving cup in honor of his scholarship and of his being the oldest student, of 132,000 adults, attending school in Los Angeles. The cup was presented by the executive of the Home, Mr. Max Goldstein, the teacher, supervisors, students and friends. Mr. Levitt has taken out his first papers, is eagerly studying for his second papers, and anticipates becoming a real citizen of the United States of America.

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SHELTER PROJECT

Ethel Pedrazzini, Teacher, Grades Four and Five, Ferndale Elementary School, Humboldt County

SHELTER In Many Lands was the theme of an interesting project carried on by my 35 fourth and fifth grade pupils.

Interest arose in building different types of homes after a reading lesson centered around Pueblo Indians. The following day Indian pictures and stories brought to school indicated enthusiasm from every student. A head-dress, canoe, and a bow and arrow made at home, were proudly displayed before the class.

Two days later one of the students discovered a bank of blue clay not far from the school. With this wealth of modeling material so near, the class decided to build a pueblo. Large quantities of clay were brought to school. With each student eagerly participating, 900 molded and sun-dried bricks were laid to form a neat, well-made, four-room pueblo.

After other Indian homes had been studied, a real buckskin teepee, stretched over a framework of poles, was painted with fanciful designs. Some of the interesting articles made by individual students consisted of different shaped clay bowls, decorated with picturesque Indian designs; rugs woven on hand-made looms; bows and arrows, dugout and birch-bark canoes, charms, and beadwork. At the students' homes, kernels of dried Indian corn were planted and harvested the following year.

Dramatization, story-telling and original poetry played an important part in every language lesson. Posters made on wrapping paper with colored chalk, illustrated characteristic incidents in the lives of Indians.

With Public Schools Week just six weeks away, and the pueblo nearly completed, students were eager to construct miniature homes of children in other lands and invite their parents and friends to see them. Pupils were instructed to obtain as much knowledge as possible from local residents who had traveled in other lands.

The results were most pleasing. On Monday our classroom displayed a large number of postcards and magazine pic-

tures. Books from school, local and county libraries, neatly displayed on the reading table, included an attractive copy of *The Story Book of Houses* by Maud and Miska Petersham.

An announcement for the following Friday gave each pupil an opportunity to state which house he would like to build and a reason for his choice. The remainder of the week found every student indulged in library reading and class discussions.

Some of the encouraging reports handed in were as follows: "I want to make a house like they have in Switzerland because my mother and grandmother came from there and they have told me lots of things." Another child wrote, "I would like to make a cave because I have just finished reading *Abe the Cave Man* and it was very interesting." Another reported, "I want to make an igloo just like the one I saw in the show the other night."

Organized working-groups were immediately assigned table-space on which to construct their model. Names of the houses to be constructed were placed behind the corresponding tables, reading as follows: Cave, Lake Dwelling, Tree House, Igloo, Lapp Tent, Grass-Thatched House, Arabian Tent, Log Cabin, Chinese Junk, Japanese House, Swiss Chateau, Danish Dwelling, and Dutch House.

At group meetings, rules for conduct and lists of materials to be brought from home were made by the elected leaders of the several groups. These articles included, — cardboard, straw, willow, branches, sand, salt, flour, earth, string, and paint. Each pupil volunteered to bring at least one of the items.

Willows, cut and seasoned after school, gave a realistic appearance to the Tree House and Log Cabin. A large glass goldfish bowl turned upside down and covered with a mixture of salt, flour and water, formed a perfect Igloo in an appropriate background of white. The Lapp Tent, made of wild animal skin, was placed near the Igloo. Sand from the beach added to the desert atmosphere of the Arabian Tent. A

well-constructed windmill stood by the neatly-painted Dutch House. Miniature goats grazing on hills behind the Swiss Chateau, added local atmosphere. A shoe-off place at the entrance to the Japanese House recalled an age-old custom. High poles, supporting the Lake Dwelling, were imbedded in the grassy swamp. The floor of the Grass-Thatched African hut was covered with mud.

During the entire project each child chose an appropriate name and imagined himself a native of the house he was building. Interesting stories of creative incidents in their home revealed typical life of natives. Food, clothing, health habits, occupations, and distinctive customs were studied.

Dramatization at home as well as at school, utilized a large portion of the students' time. In short, each child lived a dual life for six consecutive weeks. As one boy expressed it, "Mother, after being Hans of Holland all day at school, it is hard to come home and be just myself." Another remarked, "We studied so much about Japan that I feel like I've really been there."

Concluding the six weeks, 14 lovely models of houses with appropriate settings fascinated scores of visitors to our room. Each group of children proudly stood beside their work and related to appreciative listeners different phases of their home life.

Thus after six exciting weeks of interesting, hard work, the project Shelter in Many Lands was satisfactorily completed.

* * *

The Old Regime

Alice Ward Haldane, Chaffey Union High School, Ontario, San Bernardino County

TH, Jerry, Jack and Joe are careless drones;

They lean their heads upon their desks in class;

They will not work. The hours so idly pass!

They waste their time with paper-balls or stones.

Last week I went to see them in their homes.

And now, I watch with eyes that cannot close

The distant stars outline my open door;

I hear the trains at two and three and four;

Against my window-blind the pale dawn grows.

Today, to them my glance more often roams.

Yes, Jerry, Jack and Joe are white and thin.

Upon their slender arms they rest in class,

Unsmiling, waiting for the hour to pass.

So listless, play with tubes and balls within.

And I?

God help me!

All I may do is teach them—catacombs!

JUNIOR HIGH HANDBOOK

JUNIOR HIGH SCHOOL HANDBOOK CONSTRUCTION

Arthur H. Lillibridge, Director of Guidance, Redlands Junior High School

Redlands Junior High School, of which Glenn E. Murdock is the new principal, has issued an attractive circular of information and announcement of classes. This interesting brochure of 25 mimeographed pages, with illustrations and colored cover, is the work of the teachers and reflects progressive education.

Mr. Murdock, graduate of Redlands University, received his masters degree at Stanford University in 1936. He taught science and was dean of boys in Redlands Junior High School for the past 9 years.

Paul Axtell of San Bernardino has returned to the school after an absence of several years to act as dean of boys.—Ed.

REDLANDS Junior High School needed a readable handbook. For years the opening day of school had been one of considerable confusion because the students became lost in their new surroundings. Or, they were out of time with the bells. Or, they fell into difficulty because they over-stepped certain regulations unwittingly.

We had tried to handle the problem by oral instruction, by bulletin information and by student and teacher ushering. But all of these methods were inadequate and the confusion continued.

We knew that a few junior high schools were using handbooks and decided to investigate the practicability of this method. We collected handbooks from the college level down to the junior high school level and studied them. Many were thorough and covered almost every possible point on student adjustment in school. Many were compact and neatly put together.

Yet all had what we thought was one great fault; the handbooks were cold and forbidding. They contained page after page of solid print, there was no spice in them, no fun, nothing attractive to junior high school people. We knew that if we printed handbooks like that very few would ever be read.

We decided that our handbooks not only should be complete in information but decidedly attractive to our students so that the books would be read and the information learned even though they had to be less formal.

Of course, the question arose immedi-

ately, how were our books to be made sufficiently interesting and what would go into them to make them so? We answered the question by asking ourselves, what do junior high people enjoy reading? The Sunday "funnies" came first, then jokes and "cracks," then puzzles and "how to do it" columns.

Accordingly we struck up a balance between this type of material and the factual material that had to go into the books in such a way that the books were sure to be accepted and read. Selected topics were written up in a language as nearly like that used by junior high school people as we were able to make it.

Many comic illustrations were used, the cover was designed to attract attention and arouse interest. We used jokes and a few typical junior high "cracks." Yet all of this was pointed toward useful instruction and first-day orientation.

When the books were issued, boys and girls received them with all the interest we had hoped for. Teachers likewise read them through. Many classes used the handbooks for texts in the opening days of school. Boys and girls could be seen reading the books between classes, at lunch and on the way home at the close of the day.

We noticed almost immediately a new attitude and a new feeling toward school. There was an air of cooperativeness existing in the student body. Very few students became lost about the buildings. There were no innocent infractions of the school rules. There was much less confusion, classes had something to do from the very first; the handbook was a success!

At the present time the book is being studied in orientation classes and the material covered thoroughly. As the classes go through the book, students are encouraged to make improvements upon the book and write these suggestions on blank pages of the handbook opposite the pages studied. In this way we hope that next year our book will be not only a better book but a project of the student body built entirely by students themselves.

* * *

New Ginn Workbooks

GINN and Company have recently brought out a group of progressive workbooks,—(1) a Laboratory Guide and Workbook (to accompany Millikan, Gale, and Coyle's new Elementary Physics) by Burton L. Cushing, head, department of science, East Boston High School, 250 pages; (2) Students Objective-Test Manual (to accompany Muzzey's A History of Our Country) by Howard C. Perkins, Findlay College, 328 pages; and (3 and 4) Pupils Workbooks of Directed Study (to accompany the Conquest of America and Changing Governments) by Rugg and Mendenhall, 80 and 100 pages.



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WHY ART?

Ruth Vivian Kidwell, Counselor, Garfield Junior High School, Berkeley

THE teaching of art in the public schools is no longer on the defensive to the degree that it was a few years ago. However, just so long as it bears that telltale tag of "Special Subject" it will be considered by some as a mere addition to the essential educational program.

To them, art is like a decoration, braid and buttons, added to a costume after it is completed, solely to make it look pretty. No well-designed garment ever has anything added to the finished product. Every stitch and tuck is an integral part of the original pattern.

So it is that art teaching must find itself included in those foundation-subjects constituting the very core of the curriculum.

Those of us who believe in the vital necessity of an art training for every child must have a basis upon which to construct our claims, for it is a fundamental requirement.

For the sake of simplicity and elimination of complicated arguments, the good, old-fashioned Seven Cardinal Principles provide a definite yardstick to measure art's fitness to be included

in the great protective garment of education.

Let's lay this measurement on our art material, to see if there is any true agreement between the two. Our application can best be made as follows:

I. Health

a. Cleanliness is the first essential of beauty.

Art works consistently toward a wholesome charm of person. This does not mean foolish vanity, but the desire for the attractiveness of good health and cleanliness. A person cannot be truly artistic with soiled teeth or dirty clothes. He may think that he is, but this is really a violation of the first requirement of noble expression.

b. Orderliness and neatness add to general wellbeing.

This aim, like cleanliness, can be developed into the kind of habit which will carry over into every-day life. A lack of proper order may result in unclean and unsanitary conditions; a lack of wholesome surroundings may result in poor health. The old idea that to be a good artist a person had to be sloppy and unkempt is the exact opposite of the truth. System is one of the chief laws of art. The proper kind of teaching will strive to make order in the schoolroom an "identical element" with other things in daily life.

c. Grace in movement results from an understanding of the proportions of the human body.

This includes good carriage and posture. It is wellknown that much of adult bad health is due to poor posture in youth. One objective for figure sketching may well be the desire to acquire or maintain a beautiful, well-proportioned body and graceful movements.

d. Healthful dressing provides a more artistic appearance.

The last few years have seen great strides in the development of more sanitary and sensible clothes. Art teaching, which has emphasized the creation of beauty through simplicity, is entitled to

the credit for much of this change in public taste.

e. Mental health affects the physical condition of every child.

The activities of the mind have a far greater influence on general health than the average person imagines. The child who is unhappy, frustrated, or has been made to feel socially inferior, is in great danger of becoming neurotic. As the environment becomes more complex and correspondingly hard on the nervous system, that condition seems to be developing into a real health menace for the future.

This situation presents the art department with vast opportunity for protective and constructive work. The freedom of the subject, the beauty, the informal appearance and atmosphere of the average art room, the many different materials, tools and colors which are available and which have an interest for children will be valuable aids in building a program of mental health and contentment.

II. Fundamental Processes

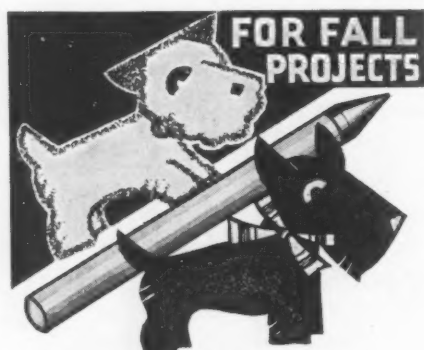
a. Ability to see correctly influences every pupil's opportunity for success.

If one of the fundamental processes is the ability to read, it follows that to read well, a person must see correctly. It is a scientific fact that few people actually do see accurately. An investigation of the conflicting descriptions given of the same event by individuals under oath in a courtroom will be convincing proof of this statement. Even allowing for a certain amount of untruthfulness and dishonesty, the evidence is overwhelmingly on the side of incorrect observation.

Faulty vision is not due so much to physical defects as to bad habits of observation and inspection. This is the point of contact between good reading and art instruction. Drawing aims at the habit of seeing clearly and quickly and this can be carried over into other subjects. Many specialists who make a study of reading difficulties admit that many of them are due to too hasty inspection of the material.

b. Greater efficiency in expression is required by modern living.

Art is a necessary means of expression in those frequent situations where



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the written or spoken word cannot adequately convey the thought.

c. *The use of art in history aids in the interpretation of current social and political questions.*

Since much of the world's early history came from art objects, it is reasonable to suppose that this information will form a sound basis for judging present conditions. Any creative effort reflects the attitude and spirit of its creator no matter how consciously he strives to hide his own emotions; the artistic productions of every nation reveal clearly the reaction of its people to their environments. A background of art knowledge in any modern man or woman is a foundation for intelligent analysis of today's world activities.

d. *The attitude of tolerance is developed by the universal appeal of beauty.*

Good art is valuable no matter from where or whom it comes. Anything which aims at appreciation and mutual understanding has a distinct social function. There are no boundary lines nor limits in either the creation or appreciation of the beautiful. The desire for international peace may well be a paramount aim in superior art instruction.

e. *Initiative and cooperation are an integral part of daily life in the art department.*

Creative work arouses the spirit of thinking freely and trying new experiments; the sharing of the materials of self-expression encourages cooperation. Organization in the average drawing, painting or craft class is almost unique in its peculiar combination of these two human activities.

In any type of composition there must be first that strictly individual urge to build, construct, or produce, but only through the use of the community materials is the final creation realized. Children who are selfish with their personal belongings often learn during such lessons to cheerfully share with others, for their mutual benefit.

III. Worthy Home Membership

a. Art provides the information and skill necessary to select, plan, decorate, and furnish a harmonious place in which to live. It is true that a refined taste may be instinctive in a limited number of persons, but true standards are usually the result of scientific knowledge plus vivid sensory experiences and expressions. Intelligent teaching will certainly facilitate wise choices.

b. The ability to design, create or select satisfactory wearing apparel is dependent on aesthetic feeling and knowledge. One look at the costume shown in the old family album should send us rushing to the art teacher with gratitude for all she has done

to change the general idea of beauty in dress.

IV. Vocation

a. The recognition and encouragement of those pupils whose talent is outstanding enough to justify the choosing of art as a vocation is a vital duty of the school. Homes and outside agencies may help, but the chief burden of this falls directly on the educational system.

b. The knowledge that this subject contributes to increased efficiency in many occupations other than the purely artistic ones is essential to commercial success. A study of art functions should be included in any modern school curriculum.

V. Ethical Character

a. The appreciation of plays, motion pictures, exhibits, books and other displays which are worth while rather than vulgar or useless is easily instilled in the average child.

b. The idea of honesty may be made attractive by the stimulation of that natural desire to build on the knowledge gained rather than to duplicate the work of others. A real artist comes to look upon copying and cheating as a practice to be despised. The conscientious teacher shows her pupils that the truly creative person does not want to be exactly like anyone else and she formulates her program in such a way as to discourage slavish duplication of any kind.

c. Good sportsmanship and fair play are essential in the sharing of materials and supplies.

d. The ability to accept criticism in the proper spirit is the result of a realization that the word criticism in art means helpful and constructive suggestions—not destructive fault-finding.

VI. Leisure

a. Ability to appreciate and enjoy the

various forms of expression personally or merely as a beholder hold vast possibilities for leisure time pleasures.

b. The knowledge of art which is required in the daily round of life adds greater happiness and fuller development to each individual. Even window shopping becomes a joy to those who love beauty.

DOES the broad and general outline of our pattern fit the organization and content of the material? If not, the fault lies probably in our plan rather than with the subject itself. It is up to us to continue our fitting and shaping until we reach a harmonious conclusion.

If a true agreement exists between our ideals and practice, then art cannot be denied as a part of the vital core in education. Call the subject what we will, these principles have so thoroughly combined themselves with all of life that its justification seems almost unnecessary.

Truly, the time is fast approaching when we shall look back with amazement at our present attempts to prove the value of any subject so obviously a vital part of modern educational thought and practice as is Art!

* * *

Selected Motion Pictures is a valuable and interesting illustrated catalog, now in its 24th annual edition, listing a wide range of 16 and 35 mm. silent and sound films, season of 1937-38; issued by Y. M. C. A. Motion Picture Bureau, 19 South LaSalle Street, Chicago; George J. Zehrung and A. L. Fredrick are the administrative staff.

California schoolpeople working in the field of visual education will find this catalog helpful.



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Central Coast Section—Gonzales Union Elementary; Chular Union; King City Union High; Bay View School, Monterey; Del Monte School, Monterey.

Northern Section — Westwood Junior-Senior High School, Lassen County, George Geyer, principal, is the first secondary school in Northern California to report 100% enrollment of its staff in C. T. A. for 1938.

San Francisco—Guy J. Roney, district su-

perintendent, South San Francisco High School District, reports that for the twelfth consecutive year the staffs of South San Francisco Senior High School and South San Francisco Junior High School are 100% enrolled in membership in California Teachers Association. These schools have also enrolled 100% in National Education Association membership for the eighth consecutive year. South Francisco is to be congratulated on its professionally-minded schoolpeople.

PLAN FOR NON-READERS

A PLAN FOR PARAPHRASING SOCIAL STUDIES MATERIAL FOR RETARDED AND NON-READERS

Lillian Gray, Assistant Professor of Education, San Jose State College

DURING the recent summer session at San Jose State College a class in remedial reading methods, with an enrollment of 76 teachers and principals, agreed that the elementary schools need a supply of social studies material easy enough for slow readers to read; or, lacking that supply, a plan for rewording or paraphrasing such material as to bring it within the grasp of a large group

of children who can't cope with it in regular form.

A committee composed of Mrs. Muriel Nygren, chairman, of Tulare, Mrs. Dean C. Parkinson of Palo Alto, Mrs. Frieda Ellis of Oregon, Mary Dias of Centerville, and Generose Maloney, met with the writer and drew up a plan for paraphrasing social studies material which seemed to meet with class approval. The outline follows:

1. Having determined whether rubber, or transportation, or a consideration of the way basic human needs are met in Mexico, for example, are within the frame of scope and sequence for your school system, obtain library books and fugitive materials related to the social studies unit. Fugitive materials can be obtained free from manufacturing companies, travel bureaus, chamber of commerce organizations, etc. They usually have good pictures, though the vocabulary is not controlled for the below-average, or even average, child's reading.

2. For the group of readers unable to tackle the regular social studies material or the commercially-worded information in fugitive material, rewrite or paraphrase as follows:

a. Check the vocabulary you wish to use with Thorndike Teacher's Word Book or with Gates Reading Vocabulary for the Primary Grades.

b. Simplify further by shortening sentences to 5 or 6 words. Use only 3 or 4 sentences to a paragraph.

c. Use the primer typewriter or double-space regular typewriting.

d. Use subject-predicate-object form instead of transposed phrases and other literary variations. (Some variety from this required monotony of structure can be obtained by including a question or an exclamation now and then.)

e. Place a brief comprehension test at the end of the little story. Do not make true-false statements, as they seem to confuse poor readers further.

3. Select a suitable illustration from magazines or from the fugitive material itself, or allow the children to draw illustrations.

4. Mount the picture above the story. Do not allow the print to be broken by a picture.

5. Place stories about a given social studies unit inside a tagboard cover, and allow the children to make appropriate all-over design covers to promote a possessive attitude toward their "books."

6. The children may keep dictionary-boxes, in which are filed alphabetically the words which they have asked for during their reading, written in blackboard size with black crayola on soft paper. (Oblong cheese-boxes, shellacked in attractive colors, make excellent dictionary-boxes.) The collection of words constitutes a good review for the children, who thus recognize their own progress in word recognition.

While it is freely admitted that emphasis should be placed upon a program of prevention rather than upon correction, and while it is realized that we should not have a remedial-reading program as an apology for a poor program of beginning reading, the fact must be recognized that retarded readers and non-readers, like the poor, are actually in our midst, and cannot be ignored. As Mrs. Helen Bass Keller says, "You might as well say that you don't believe in the poor as to say that you don't believe in the existence of children who have reading disabilities."

There are literally thousands of children in California to whose frightened gaze a page of print resembles a terrifying unblazed trail. Giving these children special individual help is part of the educator's obligation to society, since too often poor readers become community problem children.

Not one method but many are needed to meet the peculiarities of retarded readers and non-readers, but whether or not Fernald and Keller's kinaesthetic tracing, or Gates' visual imagery emphasis or Betts' eclectic technique, or Monroe's individual methods, or Nila Banton Smith's word analysis, or Roy E. Keller's word-context-repetition method, or all, are employed, suitable easy materials for handicapped readers are required. Paraphrasing is one of the means which any teacher can utilize for the benefit of her group.

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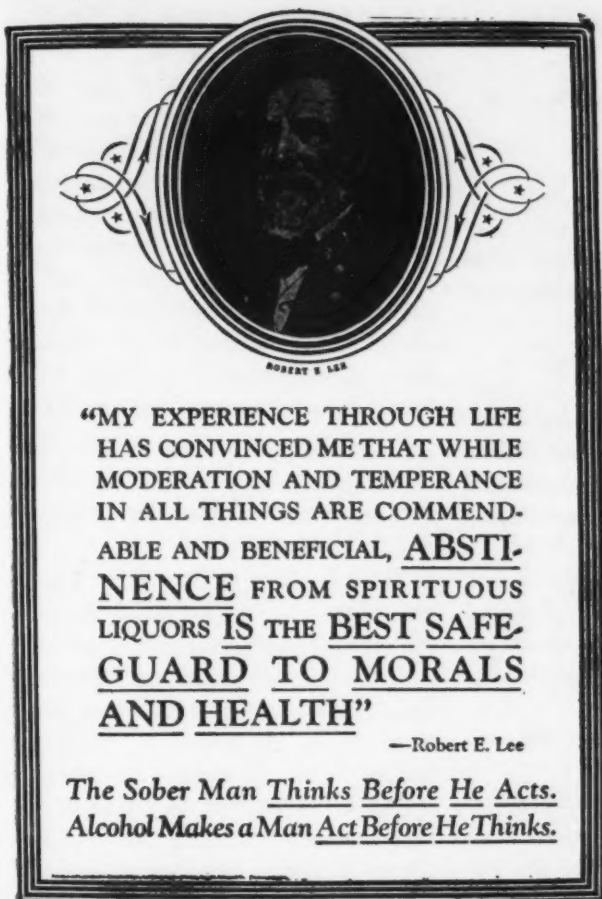
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The Robert E. Lee Temperance Poster

Dr. J. Murray Lee, formerly director of research and curriculum, Burbank City Schools, Los Angeles County, has accepted a position on the faculty, University of Wisconsin, Ann Arbor, where he is now assistant professor of education, working in the field of Curriculum.

* * *

The Language Arts

A CULTURAL Basis for the Language Arts is an approach to a unified program in the English and foreign language curriculum, by Walter V. Kaulfers and Holland D. Roberts, of Stanford University and Menlo School and Junior College.

This admirable monograph of 120 pages, published by Stanford University Press, was issued for use in the Stanford Language Arts Investigation.

"These cultural programs," states Barbara Cochran, secretary of the Investigation, "are developing independently and often spontaneously in the social studies, in foreign languages, and in English. Within the limits of the Stanford Investigation a number of variations have arisen in school programs which exemplify the theory in the monographs."

Robert E. Lee on Temperance

Copy of letter written by General Robert E. Lee to students of old Washington College (now Washington & Lee University), Lexington, Virginia, December 9, 1869. This letter was written to three students commending the organization in the college of a Friends of Temperance Society. From LIFE AND LETTERS OF LEE, by J. William Jones. The words on the LEE POSTER are taken therefrom.

Washington College, Va.,
December 9, 1869.

MESSRS. S. G. MILLER, L. J. LOGAN,
T. A. Ashby, Committee.

Gentlemen:

The announcement, in your letter of the 8th inst., of an organization of the "Friends of Temperance" in the college, has given me great satisfaction; I sincerely hope that it may be the cause of lasting good, not only to the members themselves, but to all those with whom they associate to the extent of their influence and example.

My experience through life has convinced me that while moderation and temperance in all things are commendable and beneficial, abstinence from spirituous liquors is the best safeguard to morals and health. The evidence on this subject that has come within my own observation is conclusive to my mind, and, without going into the recital, I can not too earnestly exhort you to practice habitual temperance, so that you may form the habit in youth, and not follow the inclination, or the temptation, to depart from it in manhood. By so doing your health will be maintained, your morals elevated, and your success in life promoted.

I shall at all times, and in whatever way I can, take great pleasure in advancing the object of your society, and you may rely on my cooperation in the important work in which you have engaged.

Very respectfully, your obedient servant,

R. E. LEE.

Copies of the poster, full size (16 by 24 inches), may be obtained from Anti-Saloon League of Virginia, P. O. Box 605, Richmond, Virginia; 15 cents postpaid; quantity rates on larger orders.



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THIRTY-THREE YEARS

PRESENTING INTERESTING HIGHLIGHTS FROM THE STORY OF OUR PROFESSIONAL JOURNAL

Joseph Burton Vasche, Oakdale

SIERRA Educational News, official journal of California Teachers Association, has had an interesting history, a history which reflects growth with California education.

Founded in 1905 by the firm of Boynton and Esterly, operators of a teachers study school and placement agency, the journal then hoped "to present many interesting facts concerning the schools primarily of the Pacific Slope, and secondarily of the Rocky Mountain states, the Hawaiian Islands, and the Philippines."

The first issue, bearing a drab-colored cover and containing 16 pages, 6½ by 9½ inches, appeared on January 16, 1905, under managing editorship of E. C. Boynton. Contents included A Greeting, a paper entitled The Batavia Plan in Redlands Grammar School, news notes, a 3-page directory of California educational officers, elaborate rules concerning certification of elementary school teachers by examination, report of a meeting of the then-popular California Physical Geography Club, and a report of the business accomplished at the 1904 convention of the State Teachers Association.

Ideals of the State Teachers Association were exemplified in the report of the resolutions committee. In part, the report stated:

"The association emphasizes belief in state, county, city and local taxation for school purposes, beginning with kindergarten and ending with a free state university, favoring the consolidation of weak rural schools by means of free transportation of pupils to central graded schools and the organization of high schools wherever they can be properly supported; declaring that teachers should be selected on merit alone, and that tenure should be permanent during efficiency and good behavior, and that promotion in position and salary should be based on fitness, experience, professional spirit and fidelity to duty."

In the words of the editor in the first issue, the magazine will aim at "stating intelligently the conditions which prevail among schools of this coast," by offering: rules governing certification of

teachers in this state and others, to be taken up systematically from month to month; resumes of business of state teachers associations; an educational directory; accounts of meetings of physical geography club; action of legislature along educational lines; inform readers of fine private preparatory and technical schools, business colleges and seminaries; articles showing how certain theories of the past have become the active conditions of the present; review professional papers; present educational statistics; advertising of reliable and unobjectionable business.

In subsequent early issues these services were rendered.

Circulation of the initial number was small. 3,000 copies of the January 1905 issue were distributed free, as follows: 200 copies to county superintendents and boards of education; 1,200 copies to teachers and clerks of high schools; 600 to other teachers; 300 to libraries, advertisers, and superintendents in Sierra states and territories; 700 to those who requested copies. 250 grade school teachers were added to mailing list in February, and another 250 grade school teachers in March. Subscription rates were 50 cents per annum . . . "for clubbing rates," according to the first editorial page, "consult the editor."

Subsequent early issues closely resembled the first magazine. First picture to

appear was in the second, February 1905, issue, a photograph of the recently-erected Redlands Union High School building. An article on professional ethics featured this second issue. An article on scarcity of teachers appeared in May; a complete directory of California high school teachers was published commencing in August; and an article on the Segregation of the Sexes, dealing with desirability of teaching boys and girls in separate classes, headlined the seventh issue, September 1905.

Beginning with volume two, January 1906, the magazine became Sierra Educational News and Book Review, bearing this title until May 1914.

On January 9, 1909, Sierra Educational News and Book Review was purchased by California Teachers Association, and placed under the editorship of L. E. Armstrong, with offices at 50 Main Street, San Francisco. The January 1909 issue, Volume V, Number 1, traced the movement to purchase the magazine to a suggestion made by Dr. Morris E. Dailey in his presidential address at the Santa Cruz convention of the association in December, 1907. His suggestion "set school people thinking" with the result that the magazine was subsequently acquired.

The first issue to be published by the State Teachers Association suggested that that group unite with the Southern California Teachers Association, and that the two groups form a California Council of Education, an objective which was fulfilled some years later. At the time the State Teachers Association assumed publication of Sierra Educational News there were 10,000 teachers in the state, 3,000 of whom were members of the southern group, and 3,500 of the so-called state group.

In January 1936 the magazine appeared in new format, which has added much to its appearance, as well as permitting publication of additional practical materials. Present circulation of 37,000 stamps Sierra Educational News as one of the nation's most read educational publications. During the 33 years of its existence its circulation has increased more than twelve-fold, while the California teaching body has increased only four-fold. Certainly, this attests to the increasing popularity of this journal of education.



Archibald J. Cloud, president of San Francisco Junior College and veteran worker in California Teachers Association. In the early days of C. T. A. Mr. Cloud was a frequent contributor to Sierra Educational News

SCRAPBOOK PROJECT

THE OLD-FASHIONED SCRAPBOOK BROUGHT UP TO DATE

EVERY year we cut down whole forests to make the woodpulp paper on which to print our newspapers and magazines. Much of the printed matter in these newspapers and magazines is of more than ephemeral interest—well worthy of being preserved in the kind of scrapbooks that our grandmothers used to keep.

Schools have found that such material, sorted according to subject and pasted up in large booklets, is of the greatest value in supplementing classroom instruction. Public institutions such as homes for children and for old people welcome gladly such material when they can get it.

Our habit of preserving books merely because they are books has loaded the shelves of institutional libraries with much unreadable stuff, while unfortunately we throw away reading matter of the liveliest and most up-to-date interest because it is in newspaper form.

All that is needed is a corps of intelligent workers armed with scissors and pastepot to create large new fascinating libraries out of this "waste" material. But, though far from expensive, this work takes money which schools and other public institutions seldom have to spend for such purposes.

Sponsored by Many Cities

In many cities the municipal authorities have sponsored WPA library extension projects in which work of this kind is done with the aid of federal funds to pay the workers.

The residents of San Diego County, for example, now enjoy more than 5,000 new "books"—all pasted up out of newspapers and magazines by the workers on the county library service extension project, sponsored by the county board of supervisors.

This library extension project turns old newspapers, magazines and other periodicals into useful and interesting scrapbooks, for use in the county library system, in public homes for children and old people, and in schools. The project has provided material for the public libraries which they could not afford to buy.

The project workers go from house to house and gather source material. At the central office the articles and stories that can be used are clipped, sorted and assembled

for compilation into scrapbooks. These scrapbooks are covered with durable bindings, and the inside pages are of stout manila. Their subject matter is varied, some for adults and some for children.

Hundreds of instructive and entertaining scrapbooks have been made on such subjects as hygiene, child care, gardens, travel, metal work, and, of course, lighter subjects. The project even turned out a scrapbook on trailers before any publishers thought of doing a book on them.

Reference material from travel and geographic magazines has been reassembled according to country and bound up in about 500 different scrapbooks. One interesting volume had to do with San Diego city and county history, dealing particularly with its more romantic phases.

Supplementary teaching materials for rural schools are another development of the project. These include both graded instruction books on history, geography and other practical subjects and a special set, worked out by the library, which enables teachers to better conduct such "special day" programs as Washington's Birthday and Valentine's Day events.

Thus far the project has clipped material from more than 300,000 old newspapers and magazines, turning the material into more than 5,000 scrapbooks.

In San Diego County the project is a large one, providing employment to more than 200 persons, about 75% of them women. These workers are scattered over the entire country. Unit work centers are operated in Oceanside, El Cajon, Lakeside, Alpine, Kensington Park, Vista, National City, and Escondido—these communities supplying housing facilities for the project. The project headquarters are in San Diego. Marjorie H. Kobler is county librarian. Needless to say, the project workers themselves are getting a good education in doing this work, and enlarging their range of interests.

* * *

Bakersfield Conference

LAWRENCE E. CHENOWETH, superintendent of city schools, Bakersfield, was chairman at a recent noteworthy and successful conference there of the Progressive Education Association.

Other members of the committee on arrangements were: Herbert L. Healy, superintendent Kern County schools; H. A. Spindt, principal Kern County Union High School and Junior College; Mrs. B. R. Crandall, president 7th district, California Congress of Parents and Teachers; and Mrs. F. O.

Carrithers, president Bakersfield Council of the Congress.

The guest speakers were: Dr. Laura Zirbes, Ohio State University; Dr. H. B. Alberty, Ohio State University; Frederick L. Redefor, executive secretary, Progressive Education Association; and Dr. I. Keith Tyler, Ohio State University.

Eleanor Rehdorf, president Bakersfield City Teachers Club, presided at a private dinner of that club honoring the guest speakers.

There were morning, afternoon and evening sessions held in Emerson School auditorium, and library and High School auditorium.

What They Say

About

THE UNIT-ACTIVITY READING SERIES

By Nila Banton Smith

From California—

"Materials which fully satisfy the needs of a reading program."

From Georgia—

"This series cannot be rivaled!"

From Illinois—

"An interesting, appealing, and inspirational series."

From Indiana—

"My children read them with joy!"

From Virginia—

"Interesting in content and style. Well and charmingly illustrated. Vocabulary systematically developed."

From Minnesota—

"They are of the present day. They are alive. They appeal to children and to teachers."

Fred T. Moore, Pacific Coast Mgr.

SILVER BURDETT COMPANY

149 New Montgomery Street
San Francisco, California.

PHYSICAL EDUCATION

RECENT CURRICULUM DEVELOPMENTS

Wm. Ralph LaPorte, Professor of Physical Education, University of Southern California

FOR many years a growing need has been recognized by both physical education leaders and general school administrators for a more uniform curriculum in the physical education field. In recognition of this need the College Physical Education Association in 1927 appointed a committee on Curriculum Research, under the chairmanship of the writer, to conduct a thorough-going study of curriculum needs and the possibilities of a uniform program.

For nine years now this committee has carried on a far-flung and exhaustive research study in the effort to formulate a comprehensive, uniform and flexible curriculum, scientifically adapted to child needs at all school levels. In order to assure a universally acceptable and practical program the committee has enlisted the aid of hundreds of outstanding supervisors and administrators in the physical education field from all parts of the United States. The procedure followed has been based on recognized standards for curriculum development in other fields and has been closely supervised by expert educational statisticians.

All activities were first evaluated in terms of the following five criteria:¹

1. The contribution to the physical and organic growth and development of the child and the improvement of body function and body stability.
2. The contribution to the social traits and qualities that go to make up the good citizen and the development of sound moral ideals through intensive participation under proper leadership.
3. The contribution to the psychological development of the child, including satisfactions resulting from stimulating experiences physically and socially.
4. The contribution to the development of safety skills that increase the individual's capacity for protection in emergencies, both in handling himself and in assisting others.
5. The contribution to the development of recreational skills that have a distinct function as hobbies for leisure-time hours, both during school and in after school life.

1. Detailed reports of the committee work from year to year appeared in the Proceedings of the College Phys. Ed. Assoc., 1929-36 inclusive; and in the numbers of the Research Quarterly of the A. P. E. A., for March, 1931, 1933 and 1937; May, 1930, 1932, 1934 and 1935; and October, 1936.

An all-round value was then determined for each activity based on the composite contributions to the five specific objectives. In terms of these all-round values the various activities were then placed in appropriate school levels according to their relative difficulty of learning and the peak of natural interest on the part of the child. The school level divisions were selected as follows: primary level, grades one to three; elementary level, grades four to six; junior high level, grades seven to nine; senior high level, grades ten to twelve; college level, grades thirteen to sixteen. It seemed inadvisable to attempt more minute differentiation of activities for general curriculum purposes. Every effort was made to provide a carefully selected and balanced program whereby each child would have the opportunity to develop both elementary and advanced skills, a knowledge of rules and strategy, and acceptable social attitudes in a wide variety of useful activities.

The various activities were next analyzed into their basic performance fundamentals on elementary and advanced levels. This gave a series of teaching units with suggested sequence or order

California English Leaders

ON the program of the recent annual meeting, National Council of Teachers of English, at Buffalo, were many Californians, leaders in their fields, including,—Holland D. Roberts, Stanford University and Menlo School and Junior College; Carol Hovious, Hollister High School and Junior College; E. Louise Noyes, Santa Barbara High School; F. J. McConville, San Mateo High School; Walter V. Kaulfers, Stanford University and Menlo School and Junior College; Margaret Heaton, George Washington High School, San Francisco; Sara Canterbury Ashby, Sacramento High School; Harlen M. Adams, Menlo School and Junior College, research associate, language arts investigation, Stanford University; Glenna L. Walters, Fresno State College; Thomas Whipple, University of California, Berkeley; Howard Edminster, James D. Phelan Fellow in Literature, on leave from Los Gatos High School; Florence Sprenger, Manual Arts High School, Los Angeles; Gertrud M. Addison, Los Angeles Public Schools.

of presentation of the various fundamentals with approximate time allotments in terms of the difficulty of learning. Each of these various major steps in the development of the curriculum took one or more years of time and involved extensive statistical work.

Having completed these fundamental steps in the curriculum development, it seemed advisable next to undertake a critical revision of the material. The chairman accordingly selected an advisory council consisting of approximately one hundred leading state and city supervisors from various parts of the country. These persons were asked to give frank criticisms of all aspects of the program from the practical standpoint. Most of the criticisms were of a minor nature but were very helpful. Appropriate changes in the material were made by the chairman to conform to the consensus of opinion of these critics. The group as a whole gave a surprisingly favorable response to the total program, emphasizing the need for such a uniform plan, and the feeling that the proposed one would fit the general situation admirably.

In its revised form the curriculum was much more flexible and adaptable to any type or size of school and to any climatic or equipment situation. This was accomplished by having a Core Curriculum and an Elective Curriculum, the former consisting of activities not requiring highly specialized facilities. The revised program in highly condensed form, based on the results of this nine-year study, was printed in April 1937 by the College Physical Education Association. It is in the form of a small manual for teachers, supervisors and school administrators, entitled *The Physical Education Curriculum — A National Program*. It presents in Part One a brief resume of the procedure followed in conducting the nine years of research, followed in Part Two by the detailed program for each of the five school levels.

IN general the elementary school curriculum presents a very broad general exposure, the secondary level a more specialized one, and the college level a very highly specialized and advanced program. In Part Three of the Manual

is listed minimum standards for the administration of the program, covering the formulation of a detailed course of study, standards for in-door and out-door equipment, standards for the proper organization and conduct of class programs, standards for the administration of interschool and intramural activities, and standards for integrating physical education with health, safety, first aid and other school subjects.

Following its publication, several national organizations have given official approval to the Manual. The Society of State Directors of Health and Physical Education, particularly, is officially supporting and promoting it in various states in an effort to develop a uniform program. Many states and cities have already adopted it as their basic school program and are preparing detailed courses of study. Over 3,000 copies of the manual have been distributed to state and city superintendents, supervisors, teacher training institutions, and other educational leaders.

The Committee on Curriculum Research and the College Physical Educa-

tion Association are hopeful that the proposed program may ultimately serve the purpose of providing for every child in America an opportunity to develop a sound physique and a well-rounded personality, so far as physical education activities can contribute to such an end.

2. A few copies are still available for sale by addressing the University Press, University of Southern California, University Park, Los Angeles, at a price of 60 cents per copy.

* * *

Group Discussion Material on Accident Prevention, 1937 edition, covers the home and farm and comprises 79 pages of well-arranged and stimulating material; issued by American Red Cross; and is part of the Red Cross year-round educational program, conducted through cooperating organizations and groups.

* * *

Block Building as an Integrating Activity for Young Children is a delightful and practical little illustrated brochure of 40 pages, by Ethel Imogene Salisbury, associate professor of elementary education, University of California at Los Angeles, and Henrilu Ivey of Santa Monica City Schools.

CHAFFEY PEACHES

Mabel A. Stanford, Chaffey Junior College, Ontario

THREE new peach varieties, resistant to delayed foliation, which have been hybridized at the Chaffey Junior College experimental peach orchard, were this month named by the Chaffey Board of Trustees, who voted to patent these varieties. This action of the board culminates the experimental work in deciduous fruits which has been carried on for 17 years in the Chaffey experimental grove by George P. Weldon, pomologist.

The varieties which will be patented have been named the George Weldon peach, the Chaffey peach, and the Fontana peach. The first is in honor of the long service which Mr. Weldon has given to the agricultural interests of the Chaffey community and in recognition of the success of his research in obtaining new varieties suited to the subtropical climate of Southern California. Bud wood will not be available from the Chaffey grove until spring.

All of the new peaches are resistant to delayed foliation, a condition which has almost ruined the peach industry in Southern California. It is expected that the new va-

rieties will receive as successful a commercial reception as the Babcock, the first peach which was suited to the sub-tropical climate and resisted the warm winters. This was hybridized at the Riverside Experimental Station and propagated by Mr. Weldon in the Chaffey orchard.

The George Weldon peach is a yellow-fleshed free stone, the Chaffey peach a white-fleshed free stone like the Babcock, and the Fontana a golden-colored cling. The George Weldon ripens late, after the Babcock. The cling is particularly good for canning. All varieties have been carefully hybridized. Two of the peaches are second-generation wood and all have fruited.

Mr. Weldon started his work on the problem of delayed foliation in 1924, and published his first work on the subject, "Fifteen Years Study of Delayed Foliation in Fruit Trees in Southern California." He continued his experiments until in 1934 he restocked the Chaffey experimental orchard with a Babcock planting. The original Chaffey orchard was so ruined by delayed foliation that the crop fell off one half from 1929 to 1932-33. Last year the young three-year Babcock orchard on the Chaffey experimental plot had a yield of 40 tons which brought \$90 a ton at the orchard.

ORAL LANGUAGE PRACTICE SERIES

FIRST DRILLS IN ORAL LANGUAGE

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MABEL BREEDEN
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For Grades Three or Four
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SPOKEN DRILLS AND TESTS IN ENGLISH

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For Junior or Senior High Schools
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A NEW METHOD OF LANGUAGE DRILL

Based on Ear Training

"Until a language form is definitely established as a habit, it has not been taught."

The one aim of these books is to establish lasting habits of correct speech.

1. **Ear Training:** Language is learned by sound. Right forms must sound right. Reading drills and tests aloud and oral repetition of language patterns accomplish this.
2. **Spoken Tests:** The children read the tests to each other, working in pairs. This method is quick, accurate, and effective. It is a social experience in helping each other. A spoken test is a more severe test than a written one.
3. **Diagnostic Tests:** Diagnostic tests for each group of lessons at once focus the child's efforts on the part of the work he needs. In a sense every test is a diagnostic test.
4. **Individual Needs:** A class of forty children will begin together, but progress according to their individual needs. Partners with similar record charts work together.

HARR WAGNER PUBLISHING COMPANY

609 Mission Street

San Francisco

Join the N. E. A.

DUES for your local and state associations are being collected. Consider the power your national organization would have if it registered a percentage of teachers equal to that represented in local and state associations.

Organized cooperation is essential to success. Therefore, I am appealing to you, California teachers, to add the dues of the national organization to your annual membership budget and so help the National Education Association carry on a program for teacher welfare.—Helen Holt, N. E. A. State Director for California; address—1543-B Santa Clara Avenue, Alameda.

In Memoriam

Marian Dalmazzo, killed in an automobile accident October 7, 1937, Los Angeles, California — one of our most beloved kindergarten teachers. Miss Dalmazzo was a director in the Los Angeles City Elementary Teachers Club for two years, was also chairman of the Kindergarten Section of the City Teachers Club for two years, was a charter member of the Los Angeles Kindergarten Club and acted as a director of it for several years. Her brilliant mind and loyalty served many times in our kindergarten situation, both in the state and in the city.

This is a token of love for Marian. We shall sadly miss you, not only as a teacher of little children but as our friend. —Eugenia West Jones, Los Angeles.

Susan Heald Earle of Los Gatos where she had lived since her retirement in 1918 from the San Francisco School Department after 48 years of service. She is credited with having caused the abolition, 40 years ago, of indiscriminate corporal punishment of children in San Francisco's elementary schools.

Cecil Garlinghouse, teacher in Fresno City Schools for 28 years, and in the Winchell Elementary School there. She was on leave-of-absence, owing to ill health, and had resigned.

A. Gordon Elmore, native son of Stanislaus County and for many years County Superintendent of Schools there, resigned a few years ago because of ill health. He recently passed away at his home in Modesto. His wife had served with him as Deputy County Superintendent and succeeded him in office.

Mr. Elmore was a member of C. T. A. State Council of Education and in 1934 was made an honorary life member of California Teachers Association.

William R. West, 48, head, science department, Chico High School, and widely known in Northern California.

* * *

Bessie O. Brown resigned after 8 years as district superintendent at Culver City, Los Angeles County, and has been appointed to the position of general primary supervisor of the schools of Kern County.

Mrs. Helen Hayward, formerly principal of Washington School, Culver City, was

elected to the position of district superintendent of Culver City schools.

Mrs. Mary Belle Lewis, formerly a teacher in the Culver City schools, has been elected to the position of principal of Washington School in that system.

Anne M. Holgerson, for many years general primary supervisor of the schools of Kern County, died in January after a serious illness. She had been a constant help and inspiration to the many rural teachers of the large county and was mourned by teachers and children alike. Her last piece of work was the collecting and planning of material for a new primary manual for the county.

* * *

Key to the Constitution

CALIFORNIA Society of the Sons of the American Revolution, with state headquarters at 327 Veterans Memorial Building, San Francisco, is distributing a highly praiseworthy and valuable illustrated booklet of 52 pages, "The Key to the Constitution of the United States," by Francis Clay Harley.

This easily understood and practical outline of the Constitution has aptly been called "a little masterpiece," and should come into wide use throughout California schools. Interested teachers may obtain copies gratis by writing to the address given above.

The Pacific Coast Committee, recently established for education on constitutional government, with headquarters at 642 Adam Grant Building, 114 Sansome Street, San Francisco, is presenting a series of "Key to the Constitution" radio programs over KFRG, 4:00-4:15 every Thursday afternoon.

Major Welborn G. McMurray is executive secretary of the Pacific Coast Committee, activities of which are exclusively educational and patriotic.

* * *

Placement Service

YEARS ago, California Teachers Association inaugurated placement service for its members as a non-profit activity, primarily to relieve teachers of the then-extortionate fees charged by commercial agencies.

Throughout the years, the C. T. A. office at Berkeley and the Southern Section office in Los Angeles have obtained positions for many thousands of teachers. This service has been maintained at a financial loss to the Association; in other words, it has been supported in part from the general revenues.

Carl A. Bowman, director of placement of C. T. A. Southern Section, reports that during the past fiscal year more than 500 teachers were placed. About the same number of teachers obtained positions through C. T. A. office at Berkeley of which Earl G. Gridley is director. Mr. Bowman, formerly teaching at Humboldt State College, Arcata, and later at Martinez High School, is achieving success in his placement work and making a host of friends throughout the South.

All types of school positions have been filled through these C. T. A. services, including,—superintendent, high school principal, junior high school principal, elementary school principal, supervisor, attendance officer, dean of girls, nurse, and teacher in college, junior college, high school, junior high school, elementary and kindergarten.

California Teachers Association was a pioneer in teacher placement but was rapidly followed by Kansas, Nebraska, North Carolina, Michigan, Utah and Montana teachers associations.

* * *

Stanley J. Krikac, formerly principal of Lockwood Union district at Jolon, Monterey County, has accepted a position as general supervisor of the rural schools of Monterey County and will serve in that capacity as an assistant to county superintendent, James G. Force. Mr. Krikac will make his home in Pacific Grove.

* * *

J. Warren Ayer, editor, Foothill School Bulletin, Monrovia-Arcadia-Duarte High School District, Los Angeles County, publishes a particularly attractive and well-printed paper. With a recent issue is included a clever yearbook, 1937-38, outlining activities of the Parent-Teacher Association of that high school. These materials represent public relations work of a high order.

* * *

International Memories

Charles M. Dorr, Supervisor of Americanization, Fresno County Schools

ANTHONY G. SOUSA, teacher in adult education, Washington Union High School District, Fresno County, conducts a radio program International Memories, over station KTKC, Visalia, at 11:30 a. m. every Wednesday and Sunday. International Memories devotes a portion of each program to a presentation of facts concerning adult education and Americanization. The supervisor of Americanization for Fresno County schools gave a series of short talks on the various aspects of Adult and Parent Education. Other speakers on educational subjects appear on this program throughout the year.

This series of broadcasts is being made possible through the generosity and interest of the several Portuguese-American societies in the San Joaquin Valley. The public schools greatly appreciate the interest shown by their patrons of Portuguese descent.

Two Little Poems

These two little poems were written by two little girls in one of my 8th grade classes.
—Pauline Merchant, Teacher, Washington School, Garden Grove, Los Angeles County.

THE APPLE TREE

I HALTED at a pleasant inn,
When I was out one day.
A golden apple was the sign
That hung across the way.
And when I rose and would have paid,
My host, so open hearted,
Only shook his lazy head.
I thanked him and departed.

Kathleen Claus.

A HAT FOR MOTHER NATURE

OLD Mother Nature was so sad,
She wore a troubled frown.
A new green hat she had to have
To match her lovely gown.

Where could she find so fine a hat,
For her beautiful velvet dress?
A gorgeous one she finally made—
Just how, you wouldn't guess.

She wove a lovely lacy one,
With sun and ocean breeze.
So Mother Nature made her hat,
And gave us pepper trees.

Beverly Oughten.

Inspired by the beautiful pepper trees at San Luis Rey Mission.

* * *

Dr. Walter F. Dexter, California State Superintendent of Public Instruction, was a principal speaker at the 84th Annual Convention, Indiana State Teachers Association, recently held at Indianapolis.

* * *

Out of the West

ANTELOPE Valley Joint Union High School announces the publication of *Out of the West*, a volume of verse by Floyd I. Lorbeer, head of the department of history there.

The book will prove an interesting addition to the other works of the author, for in it we find a fresh and original view of many things that sometimes may seem commonplace to those who have not the poetic concept. As its title indicates, the book is concerned predominantly with Western subjects, but into such subjects it weaves the expression of ideals that distinguish the progressive vision and sturdy reality of American democracy of the West.

In *Out of the West* we also find echoes of the author's vigorous and spirited philosophy, more fully expressed in his earlier prose work, *Philosophy of Light*. In the same manner, the book of verse shows an advanced social consciousness and exemplifies the aspirations of modern humanitarians who strive for brotherhood among nations and for world peace.

California Association of Health, Physical Education and Recreation, Southern Section, recently held an important and successful two-day conference in Hollywood High School auditorium; Edwin H. Trethaway, president, presided.

The excellent program included addresses, panel discussions, sound films, moving picture demonstration of rhythmic activities, luncheons, and group meetings.

Southern Section units participating were: Glendale-Burbank, Long Beach, Los Angeles, Orange County, Pasadena, San Diego, Santa Barbara, Santa Monica and Ventura.

* * *

Lessons in Singing

CLASS Lessons in Singing, by Anne E. Pierce, Iowa State University, and Estelle Liebling, Curtis Institute of Music, Philadelphia, a large illustrated volume of over 200 pages, is an inspiring and practical class text, aiding teacher and student to build the voice, clarify diction, improve tone quality, develop the personality, acquire a pleasing repertoire, attain correct posture and stage deportment, and increase music appreciation through singing. Published by Silver Burdett Company.

* * *

Boy Dates Girl strikes a refreshing new note in the world of etiquette books and is a series of witty essays by Gay Head. It deals with the social situations and problems which young people meet in their own particular spheres:—in school, at the football game, at the prom, and at home.

Boy Dates Girl is entirely new in its field. A handbook for streamlining the appearance, conduct, and manners of the young person between 13 and 18. Price, 35 cents. Published by Scholastic Publications, 402 Chamber of Commerce Building, Pittsburgh, Pa.

* * *

G. & C. Merriam Company, publishers since 1843 of genuine Webster Dictionaries, have recently brought out three pamphlets of great practical service to teachers and students.

(1) Vocabulary Building, Bibliography and Word Study, 54 pages, is on the high school and collegiate level; (2) An Outline for Dictionary Study, based on Webster's Collegiate Dictionary fifth edition, comprises 18 pages; (3) The Making of a Dictionary, a pageant by a junior high school teacher, is a well-prepared dramatic activity.

* * *

John C. Winston Company has recently published in their series of Units in Social Studies,—Grade 5, "The Problems, Peoples, and Countries of North America, South America, Our Island Possessions" by Hance and Ankenbrand; a looseleaf workbook, 128 pages, with many maps and illustrations.

Bureau of Governmental Research

A BUREAU of Governmental Research has been established recently at University of California at Los Angeles for the purpose of making studies in the field of public administration. Special attention will be given to the governmental problems of the various Southern California communities. A specialized library of governmental documents and reports will provide basic materials for the research program.

Professor Frank M. Stewart, chairman of the department of political science, will direct the activities of the newly-created unit, assisted by a staff composed of Dr. George W. Bemis, research associate, and Evelyn Huston, librarian.

Headquarters of the bureau are located at 44 Library Building, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles.

* * *

Publications on English

NATIONAL Conference on Research in English announces the following publications:

1. Principles of Method in Elementary English Composition—The fifth annual research bulletin—by Dr. Harry A. Greene, chairman.
2. Research Problems in Reading in the Elementary School. A research bulletin by Dr. D. D. Durrell with critiques by Dr. Paul McKee, Dr. William S. Gray, and Dr. Arthur I. Gates.
3. Grading Children's Books; a research monograph, by Dr. Carleton C. Washburne, Vivian Weedon, and Mrs. Mabel Vogel Morphet.
4. A Summary of Recent Studies in Elementary School Reading, by Dr. Emmett A. Betts.
5. A Manual of Style in Elementary School English—Grades 4-6 inclusive: a handbook of good English for grade school boys and girls, by Dr. Robert C. Pooley, Delia E. Kibbe, and Dr. Lou LaBrant.

The first two of these publications are now available at 50 cents a copy.

Orders for the bulletins may be placed with the conference secretary, C. C. Certain, Box 67, North End Station, Detroit, Michigan.

PLAYS

The 1938 SUPPLEMENT to FRENCH'S CATALOGUE OF PLAYS is now ready for distribution. It classifies and fully describes all plays published or otherwise acquired since the publication of our 1937 Catalogue. In addition to the new plays listed we have included two colored sections in which you will find descriptions of our most popular plays for High Schools, Colleges and Little Theatres.

Send for your copy today.

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COMING

November 1-12—Community Chest campaign in Los Angeles city schools.

November 3-5—Siskiyou County Teachers Institute. Yreka.

November 7-13 — American Education Week; climax of Horace Mann Centennial.

November 8-10—C. T. A. North Coast Section. Teachers Institutes and annual meeting. Eureka.

November 9—Elementary School Principals, North Coast Section; state regional conference. Eureka.

November 12-17 — Community Hobby Show. Museum of Art, San Francisco. Hester Proctor, supervisor of drama, in charge; under San Francisco Recreation Commission.

November 13—C. T. A. Southern Section; annual business meeting. Hotel Biltmore.

November 14-20—National Book Week.

November 22-24—C. T. A. Central Coast Section. Teachers Institutes and annual meeting. San Luis Obispo.

November 22-24 — C. T. A. Northern Section Teachers Institutes and biennial convention. Sacramento.

November 23, 24—C. T. A. Bay Section Teachers Institutes and annual meeting. San Francisco.

November 24 — C. T. A. Bay Section Teachers Institutes and annual meeting. Oakland.

November 25-27 — National Council of Teachers of English; 26th annual meeting. Hotel Statler, Buffalo.

November 26-27 — California Kindergarten-Primary Association; 14th annual state convention, Hotel Vista del Arroyo, Pasadena. Hostesses—Pasadena, Alhambra, Glendale.

November 26, 27—National Council for the Social Studies; annual convention. Jefferson Hotel, St. Louis.

November 29-30, Dec. 1 — Second National Conference on Educational Broadcasting. Drake Hotel, Chicago.

December 10—C. T. A. Conference on Education. George H. Merideth, deputy superintendent of schools, Pasadena, in charge. Hotel Biltmore, Los Angeles.

December 11—C. T. A. State Council of Education; semi-annual meeting. Hotel Biltmore, Los Angeles.

February 19—Elementary School Principals, Central Section; state regional conference. Fresno.

February 26-March 3—American Association of School Administrators (N. E. A. Department of Superintendence); 68th annual meeting. Atlantic City Municipal Auditorium.

March 5—Elementary School Principals, Southern Section; state regional conference. Santa Monica.

SIERRA EDUCATIONAL NEWS

March 19—Elementary School Principals, Northern Section; state regional conference. Chico.

April 1, 2—California Educational Research Association, Northern Section, Berkeley.

April 19-23—Association for Childhood Education; 45th annual convention. Cincinnati, Ohio.

April 24-28 — California Conference of Social Work; 30th annual meeting. Pasadena.

May 2-4—American Red Cross; National Convention. San Francisco. Junior Red Cross section meets simultaneously.

June 23-30 — International Recreation Congress. Rome.

June 26-July 1—National Education Association; summer meeting. New York City.

June 26-July 2—National Conference of Social Work; 65th annual meeting. Seattle.

* * *

An item from *The Hemet News* has come to our attention, bringing the information that recently in the presence of more than 1200 spectators, Hemet High School's new swimming pool was officially dedicated. In honor of Paul G. Ward, superintendent of schools of Hemet, a bronze plaque was ordered, properly inscribed so that in future those who enjoy the pool may know that a high school principal has worked untiringly for the welfare of his district.

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Jolly Number Tales, Books 1 and 2, published by Ginn and Company, are new number storybooks for Grades 1 and 2. They may be used as supplementary readers or in conjunction with the arithmetic workbooks, Jolly Numbers Books 1 and 2, which are the core of the new Ginn Daily-Life Arithmetics for these grades.

The Number Tales are articulated with the workbooks both as to vocabulary and as to number content.

* * *

School Trustees Officers

AT the recent successful and interesting annual convention of California School Trustees Association at Fresno, the following officers were elected: President, G. L. Ainsworth, Fresno; vice-president, George Wells, Santa Ana; second vice-president, W. E. McDermott, Pittsburg; directors—F. T. McGinnis, Newman; H. F. Mohler, Corona; C. W. Pierce, Los Angeles; E. C. Skinner, Manteca; J. C. Almack, Palo Alto; Fred W. Heath, South Pasadena; Warren Stockton, Bakersfield.

The retiring president, John J. Allen, Jr., of Oakland, completed a notably effective term of two years.

36,000 TEACHERS ARE MEMBERS OF CALIFORNIA TEACHERS ASSOCIATION

1. What is California Teachers Association?

It is the state professional organization in which teachers of all types are members. Dues are only \$3.00 per calendar year.

2. How are the funds used?

One-third goes for local activities, i.e., conventions, public relations, assistance to members; two-thirds go for state work—publications, research, legal advice, etc.

3. What has C. T. A. accomplished?

1. Constitutional Amendment 16 which fixed education as the first duty of the state and insured a high standard of service for children and decent living conditions for teachers.
2. Salaries during illness.
3. Retirement salary for teachers after years of faithful service.
4. Tenure protection for good teachers faithfully performing their daily work.
5. Rural supervision. This feature of school practice guarantees good school conditions for children in the most remote areas of California.
6. Sabbatical leave. Many teachers and many schools may secure additional inspiration and better teaching through leaves granted to teachers.
7. Many other accomplishments could be listed among which are legislation pertaining to support of kindergartens, junior high schools and junior colleges, increased requirements for certification, etc. Greater than these, however, has been the defeat of unfavorable legislation which would have seriously crippled public schools and which would have deprived both children and adults of services to which they are entitled.

4. What may be expected in the future?

Study for improvement of teaching and teaching conditions

The interests of public education protected.

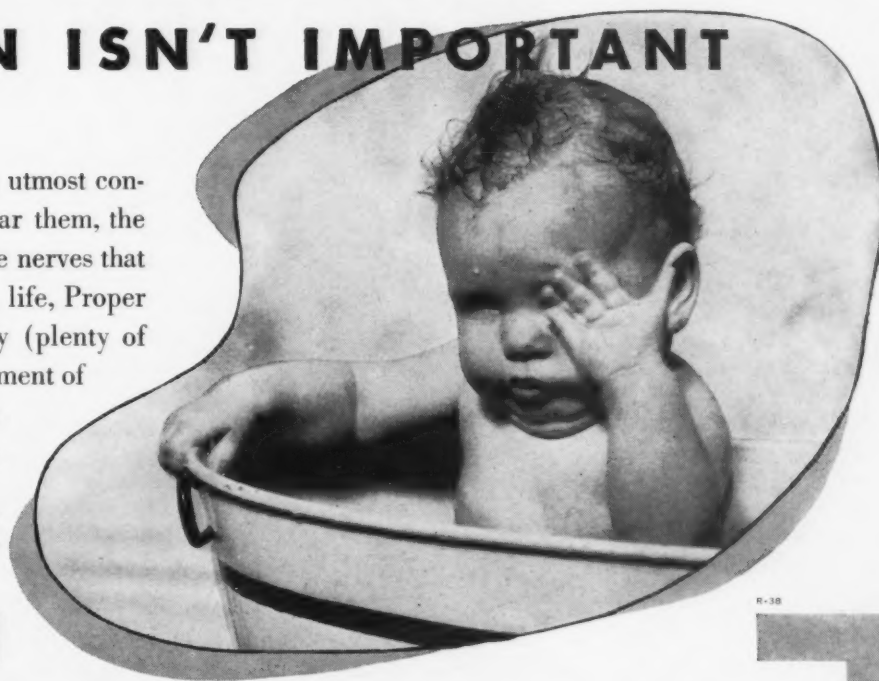
Well-prepared material for school needs.

A program of public relations that keeps the people of California informed as to pending developments in public education.

THERE'S NEVER A TIME WHEN A PERSON ISN'T IMPORTANT

Even "baby teeth" should be given utmost consideration. Teeth, the jaws that bear them, the muscles that move the jaws and the nerves that control them, require, all through life, Proper Nutrition and Functional Activity (plenty of chewing exercise). The daily enjoyment of CHEWING GUM when a child's old enough helps supply the latter.

University Research forms the basis of our advertising.
National Association of Chewing Gum Manufacturers,
Rosebank, Staten Island, New York



FOUR FACTORS TOWARD GOOD TEETH: PROPER FOOD, PERSONAL CARE, DENTIST'S CARE AND PLENTY OF CHEWING EXERCISE

PROBLEM IN *Personal Arithmetic*

PROBLEM

Miss A's room and board costs \$60 a month. Her clothing and incidentals come to \$45. The monthly payment and upkeep on her car add \$30 more. This month, her mother has been ill, and needs \$100 at once for doctor and hospital. How shall Miss A balance her budget on her \$150-a-month salary as a public school teacher?

ANSWER

AN AMERICAN TRUST PERSONAL LOAN without co-makers is available to Miss A because of her public school tenure. The \$100 she needs will cost her exactly \$6 for twelve months. And that will include, *without extra charge* special life insurance covering the unpaid balance. Since her regular monthly expenses total \$15 less than her monthly income, she can conveniently repay her loan through twelve monthly payments of \$8.83.

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PERSONAL LOANS TO SOLVE
PERSONAL PROBLEMS

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